

ALBERTA, EDUCATION 1907.



PROVINCE OF ALBERTA

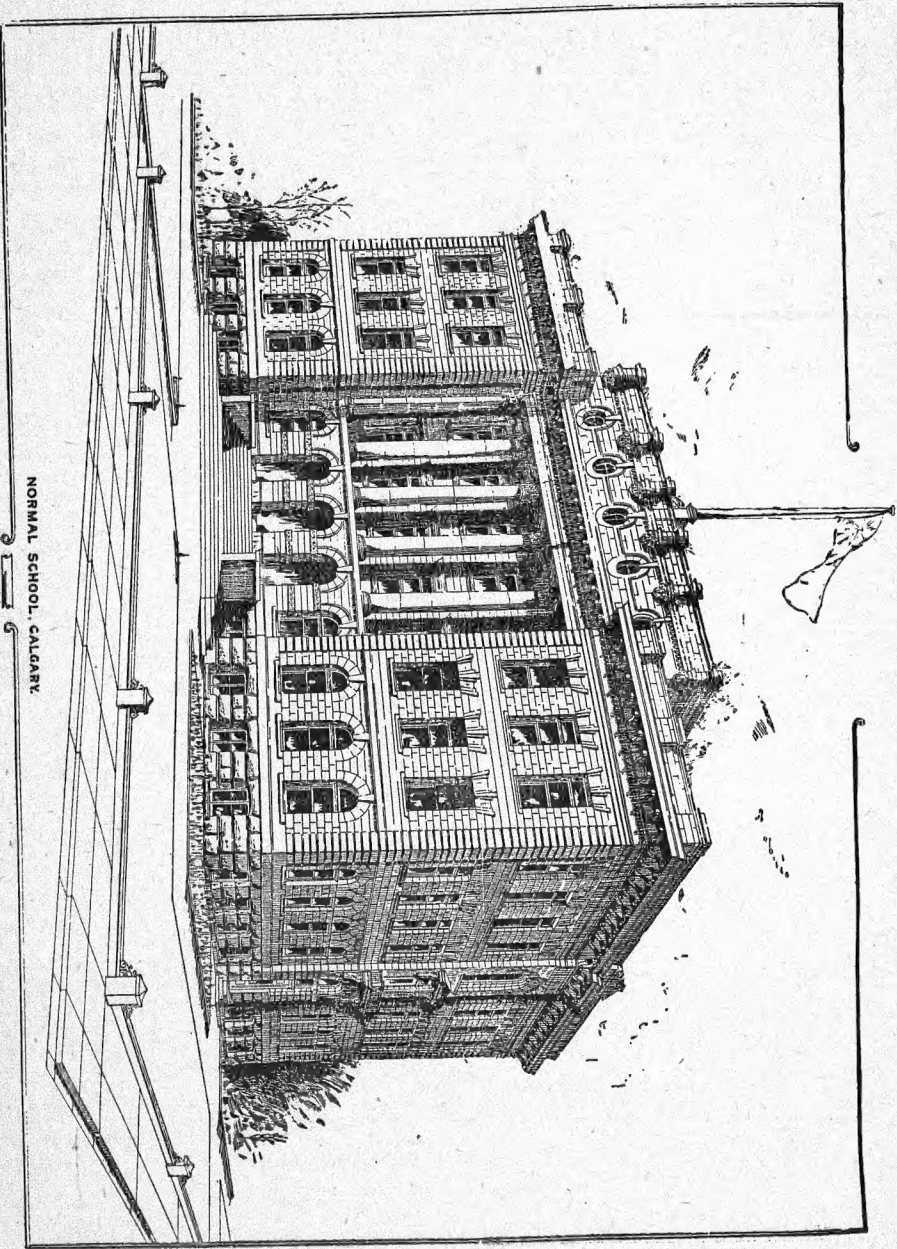
DEPARTMENT OF EDUCATION

SECOND ANNUAL REPORT

1907.

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NORMAL SCHOOL, CALGARY.

SECOND ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA

1907

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY



EDMONTON:
JAS. E. RICHARDS, GOVERNMENT PRINTER
1908

DEPARTMENT OF EDUCATION,
EDMONTON, September 30, 1908.

To His Honour,
GEORGE HEDLEY VICARS BULYEA,
Lieutenant Governor of the Province of Alberta.

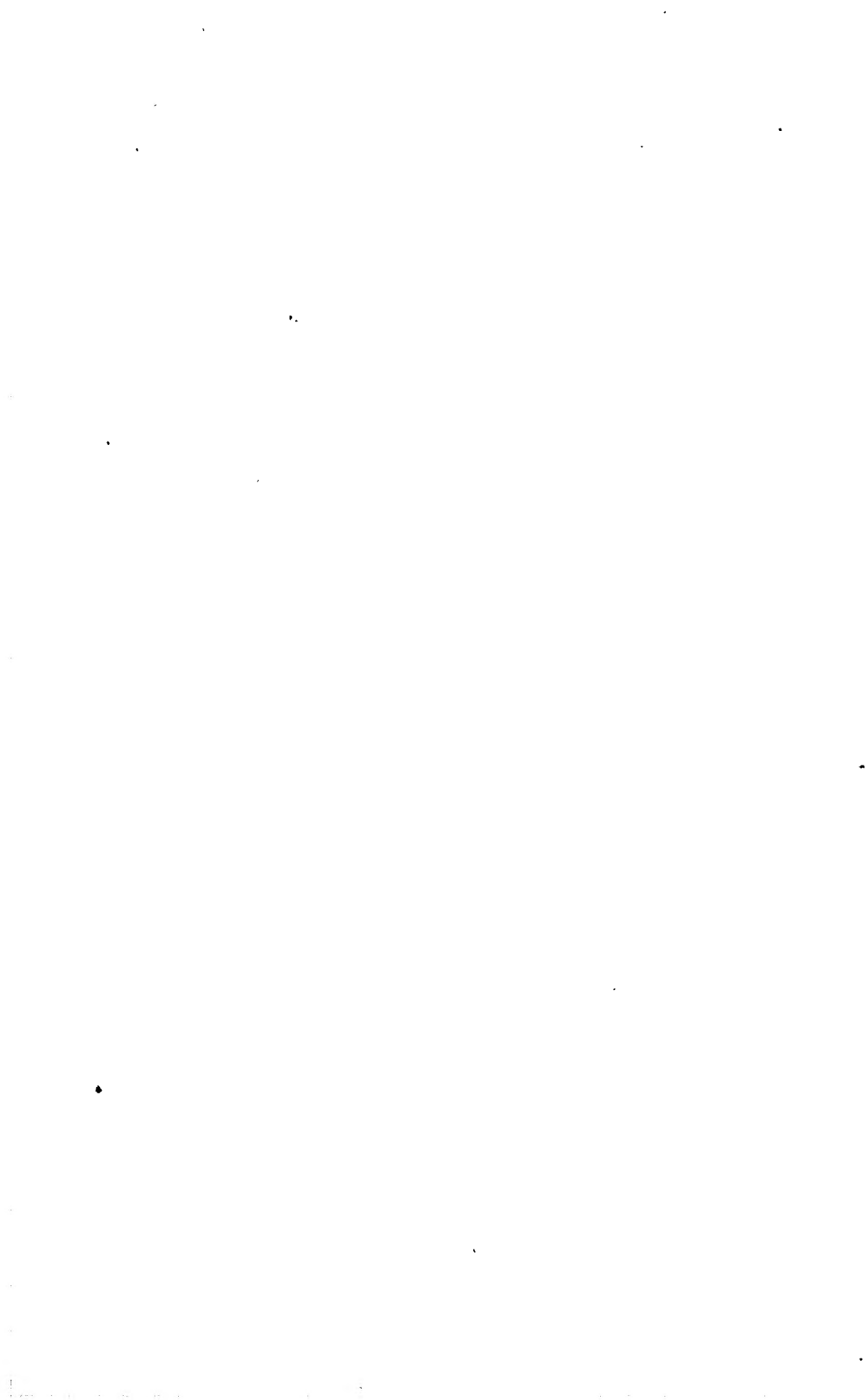
SIR,—

I have the honour to transmit herewith the Annual Report
of the Department of Education for the year 1907.

I have the honour to be, Sir,

Your obedient servant,

ALEX. C. RUTHERFORD,
Minister of Education.



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DEPARTMENT OF EDUCATION

1907

MINISTER OF EDUCATION:

A. C. Rutherford, Esq., B.A., LL.D., M.P.P.

DEPUTY MINISTER OF EDUCATION:

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J. E. Loucks, B.A., Vegreville.	J. A. Smith, B.A., High River.

SUPERVISOR OF SCHOOLS AMONG FOREIGNERS:

Robert Fletcher, Wostok.

OFFICIAL ORGANIZER OF SCHOOLS:

Geo. O. Baetz.

NORMAL SCHOOL STAFF:

G. J. Bryan, B.A., Principal.	W. H. Thompson, B.A., Vice-Principal.
J. C. Miller.	Eliza M. Burnett.
	Mrs. H. Booth.

PART I.
REPORT OF THE DEPUTY MINISTER
STATISTICS

REPORT

OF THE

DEPUTY MINISTER OF EDUCATION

A. C. RUTHERFORD, Esq., B.A., B.C.L., LL.D., M.P.P.,
Minister of Education.

Sir,—I have the honour to submit herewith the second annual report of the Department of Education for the Province of Alberta, including statistics and special reports, for the year 1907.

The year was one of exceptional growth and expansion, and was consequently a strenuous one, so far as the work of the department is concerned. One hundred and fifty-six new school districts were erected during the year, making an average of a new school district every two week-days. In addition to this the number of departments in operation in our graded schools increased by 183, so that the number of schools requiring to be supplied with teachers and financial assistance actually increased by 339. The territory included in the newly-formed districts averages about seventeen or eighteen sections, so that the districts erected during the year cover an area of approximately 2,800 square miles.

In the work of organization, many difficulties confront us owing to the fact that schools are required in many outlying districts where as yet there are but few roads and bridges. As a consequence, comparatively small streams and lakes are necessarily made the boundaries of such districts. While it is the constant aim of the department to render every possible assistance in this work and to simplify the procedure as much as possible, yet every care must be exercised to see that the organization is in strict accordance with the requirements of the school Ordinances.

Forms of petition for the erection of districts, printed forms of notices, poll sheets, etc., together with explicit instructions relative to procedure are supplied upon application to the department; and any three residents of a proposed school district, who upon its erection would be liable to taxation, may form themselves into a committee to undertake the preliminary work connected with the establishment of such district. Before its formation, a proposed district must contain at least four residents who would be liable to taxation, and at least twelve children between the ages of five and sixteen inclusive. Those qualified to vote for or against the erection of a school district are persons of the full age of twenty-one years actually resident within the proposed district for at least two months immediately prior to date of poll and who would be liable to taxation as owners or occupants of assessable property upon the establishment of a district.

Immediately upon the completion of the prescribed procedure and the return of the necessary statements to the department, the district is "erected" by order of the Minister of Education, and a notice is published in the official gazette. The duly elected trustees of the district are forthwith in a position to arrange for the erection of a school house, the employment of a teacher and taxation of the assessable lands in the district.

It is most gratifying to note that very rarely a feeling antagonistic to the formation of a district is evinced. The Ordinances, however, provide for such a case. Should such a contingency arise, and it has been shown that an area suitable for a school district contains (a) at least twenty children between the ages of five and sixteen inclusive; (b) ten persons actually residing therein who on the erection of the district would be liable to assessment; and (c) six thousand acres of assessable land, the Minister may on his own initiative order the erection of the district. Should the elected board of trustees neglect or refuse to administer the affairs of the district as required by The School Ordinance an official trustee may be appointed to manage the affairs of such district and upon the appointment of such official trustee the board of the district for which he is appointed shall cease to hold office as such.

All schools established and operated under the school Ordinances are maintained partly by taxation and partly by legislative grants. In rural districts the single land-tax system prevails and the maximum rate of taxation in these districts is ten cents per acre. In village and town districts all property both real and personal (not exempt under the Ordinances) is liable to taxation on a valuation basis—the rate in such districts cannot exceed twelve mills on the dollar for ordinary school purposes, though an additional rate to meet debenture indebtedness may be levied. The resident ratepayers of each district elect trustees who form the executive to administer the affairs of their district.

The legislative grants are fixed by The School Grants Ordinance, the chief provisions of which are:

"3. In aid of schools organized and conducted under the provisions of The School Ordinance there shall be paid out of any legislative appropriation made for that purpose—

1. To rural districts an amount to be calculated as follows:
 - (a) To each district containing 6,400 acres or less of assessable land as shown by the last revised assessment roll of the district \$1.20 per day for each day school is kept open; to each district containing less than 6,400 acres as aforesaid one cent more per day for each 160 acres or fractional part thereof less than 6,400 acres; and to each district containing more than 6,400 acres as aforesaid one cent less per day for each additional 160 acres or fractional part thereof; Amended c. 10, 1904, s. 1.
 - (b) To each district whose school is kept open more than 160 days in the year 40 cents per day for each additional day not exceeding 50;
 - (c) To each district engaging a teacher who holds a first class professional certificate under the regulations of the department 10 cents per day for each day such teacher is actually employed in the school;
 - (d) To each district whose school maintains a percentage of attendance as set forth in the following schedule the sum set opposite thereto for each day school is kept open:

Schedule.

A percentage of from	40	to 50	inclusive,	5	cents.
"	"	51	" 60	"	10 "
"	"	61	" 70	"	15 "
"	"	71	" 80	"	20 "
"	"	81	" 100	"	25 "

2. To village and town districts an amount to be calculated as follows:

- (a) To each district the sum of 90 cents per day for each day its school is kept open;
- (b) To each district engaging a teacher who holds a first class professional certificate under the regulations of the department 10 cents per day for each day such teacher is actually employed in the school;
- (c) To each district whose school maintains a percentage of attendance as set forth in the following schedule the sum set opposite thereto for each day school is kept open:

A percentage of from 50 to 60 inclusive, 5 cents.

"	"	61	"	70	"	10	"
"	"	71	"	80	"	15	"
"	"	81	"	90	"	20	"
"	"	91	"	100	"	25	"

3. To each district whose school attains a minimum grading on its efficiency in respect to grounds, buildings, equipment, government and progress a sum not exceeding fifteen cents per day to be paid in proportion to such grading for each day school is kept open; and such grading shall be based upon the inspector's report, or reports as prescribed by the regulations of the department;

4. To each town or village district maintaining one or more rooms exclusively for pupils in standards above the fifth the sum of \$75 per term provided the daily average attendance of pupils in such room or rooms for any such term classified in accordance with the regulations of the department is at least twenty:

Provided that no grant shall be paid to any district under the provisions of this section unless an average attendance of six is maintained in its school for the term immediately preceding the time when the payment of the grant may be due:

Provided further that the grant payable to any rural district under subsection (a) of clause 1 of this section shall not be less than 90 cents per day for each day the school is kept open:

Provided further that any and every amount payable to any district under this section shall not unless otherwise provided be payable for more than 210 days in any calendar year:

Provided further that in any district where more than one teacher is employed each room shall rank as a district under the provisions of clauses 1, 2 and 3 of this section when the average attendance of the whole school shall at least equal twenty pupils to each teacher employed:

Provided further that if the sum of the grants payable to any district under clauses 1 or 2 of this section shall exceed 70 per cent. of the salary actually earned by the teacher or teachers employed in the district during the year the amount of the grant payable at the end of the second term of the year shall be reduced so that the total amount of the grant paid shall equal the said 70 per cent.:

Provided further that payments may be made in respect of the amounts earned under clause 1 or clause 2 of this section at the end of the school terms ending on the thirtieth day of June and the thirty-first day of December in each year on receipt of the returns hereinafter provided and on receipt of the treasurer's bond and teacher's agreement as provided in The School Ordinance:

Provided further that in case the school of any district is open only during a portion of the year payment may be made to such district in respect of the amounts earned under clause 1 or clause 2 of this

section as soon as the school closes for the year on receipt of the returns, bond and agreement mentioned in the next preceding proviso:

Provided further that when the return of the treasurer of any district as hereinafter provided shows that the district is indebted to any teacher or teachers the grant payable to such district under clause 1 or clause 2 of this section or such portion of it to the amount of such indebtedness shall be paid proportionately to such teacher or teachers:

Provided further that the grant earned by any district under clause 4 of this section shall be paid to such district at the end of the school year and in case the school of any district is not inspected during the year the district shall be paid for such year such grant as it may be entitled to upon the basis of the grading its school attains on the first inspection in the following year."

"6. The Lieutenant Governor in Council may order the payment of a special grant to any school whether organized according to law or not."

"8. For the purpose of estimating the grant which may be earned by any school on account of the attendance of pupils the average attendance for any calendar month during which the school is kept open shall be calculated by dividing the aggregate days' attendance for such month by the number of days school is kept open during such month; the percentage of attendance for any month school is kept open shall be calculated by dividing the average attendance for such month by the number of pupils in actual attendance during such month; and the percentage of attendance for any term shall be calculated by dividing the sum of monthly percentages of attendance by the number of such monthly percentages of attendance."

"9. The board of every district receiving a grant under clause 3 of section 3 hereof shall expend one-half of the amount of such grant received in each and every year on the purchase of books for a school library and such books shall be selected from a list authorized and furnished by the department:

Provided that on the recommendation of an inspector the Commissioner of Education may authorize the board of any district to expend any portion of such grant on the purchase of equipment and apparatus in lieu of books for a school library. Amended c. 10, 1904, s. 2."

The past year witnessed the completion of the magnificent Normal School building in Calgary, of which brief mention was made in the last annual report of this department. One of the leading western dailies thus describes the new building:

"One of the most creditable public buildings in the city, and in fact in the province. The entire building reflects honour upon the government, the architect and the workmen. The structure from basement to garret is finished in the best possible style and to the eye of the critic there appears to be little that could be improved upon. The building is fitted throughout in oak with the exception of the basement and caretaker's quarters in the upper storey. The finish on the woodwork is especially fine.

"In the basement are to be found the gymnasiums (having baths in connection) the fittings of which are the most modern procurable. There is also a room to be devoted to manual training.

"Two large boilers have been installed for the purpose of heating the building and it is here that the air used for ventilating is heated by passing over coils specially designed for this purpose.

"The first floor as well as the second is devoted largely to class rooms, there being four on each floor, each 38 feet by 29 feet, and being arranged to accommodate at least 40 pupils. On the first floor are the offices of the principal and vice-principal, while the second has a large room that is to be used as a library.

"The upper storey, which, at first, will be devoted to Normalites, has a large auditorium or assembly-room which extends 56 feet by 42 feet. Later, however, it is the intention to re-arrange the floor to admit of drawing and botany rooms, and chemical and physical laboratories.

"The building is fitted with both gas and electric fixtures and the system of ventilation is considered especially excellent. The air is drawn from air chimneys constructed for the purpose and distributed throughout the various rooms, the teachers at all times being able to regulate the heat in any individual room.

"The height of ceiling is 14 feet and all partition walls are of brick, the outer walls being faced with dressed Calgary stone, backed with brick and are two feet three inches thick. The four large columns at the main entrance are 31 feet high and are capped with composite capitols of beautiful design."

It is a characteristic of the province and a matter of comment by tourists and visitors from other parts of the world that our school houses stand out prominently among the most imposing and costly buildings in all our towns and cities. In each of the many towns that are springing up along our new lines of railway, the first substantial building to be erected is almost invariably the public school, while in the well established cities and towns, few other structures are to be found that can compare with these institutions provided for the education of the youth of our country.

Incorporated in this report, will be found a number of special reports dealing with various phases of educational work.

One of the most important matters dealt with in our inspectors' reports is the difficulty experienced in securing properly qualified teachers to take charge of the schools which are rapidly being established in our outlying districts. It is estimated that owing to the large number of new districts formed, the increase in the number of departments in our graded schools and the constant depletion of the ranks from various causes, about four hundred new teachers are required each year. As Alberta does not supply half of this number, many teachers from outside the province—particularly from Eastern Canada and Great Britain—are annually added to the teaching force of the province.

Another cause which militates against the progress of a number of our rural schools is the fact that in many cases such schools are operated during only from six to nine months of the year. This results in frequent changes of teachers, as the person in charge of the school almost invariably secures another position during such long and enforced vacations.

By referring to the tables in this report it will be noted that the number of teachers employed during the year 1907 was 1,210 as against 924 employed during 1906, and 729 in 1905. This marked increase is due not only to the large number of new districts established in the province, but also to the increase which is constantly taking place in the number of departments in our graded schools.

A comparison of salaries earned during the past three years would indicate that, generally speaking, a decided increase has taken place. In the schools open during the whole year, the average salaries

paid to first class male teachers during 1905, 1906 and 1907 were \$741.08, \$807.10, and \$910.05 respectively. Female teachers holding the same grade of certificate, averaged during these years \$615.63, \$610.01 and \$652.55. Male teachers holding second class certificates averaged \$620.90, \$640.50 and \$674.40; while female teachers holding the same grade of certificate averaged during these years, \$572.10, \$585.07 and \$574.40 respectively.

Though the development so far as the number of schools is concerned is most noticeable in the outlying districts, the expansion is perhaps even greater in village, town and city districts, as a comparison of the attendance in these two classes of schools will indicate. In 1905 the number of pupils enrolled in the rural schools was 13,619 and in town and village schools, 10,635. In 1906 there were 14,576 pupils enrolled in the rural schools, and 14,208 in town and village, while in the year 1907 the number enrolled in rural schools was 16,344 as against 17,994 in town and village schools.

The reports of our inspectors indicate a gratifying improvement in the quality of our school buildings, in the provision for the health and comfort of our children, as well as for their intellectual advancement. The old log school house is gradually disappearing from our province and is being replaced by the more comfortable and commodious—if less picturesque—structure of frame or brick. While the number of school houses reported upon by our inspectors has increased during the past two years from 410 to 628, the number of log schools found among these has decreased from 58 to 49.

As an evidence of the effort being made to safeguard the health of our pupils, it may be stated that in 1905 only 82 schoolhouses were reported as having a satisfactory system of ventilation; in 1906 the number was increased to 389 and in 1907 to 633.

The provision made in The School Grants Ordinance for the establishment of school libraries is producing most gratifying results as the number of volumes in these libraries has increased from 9,496 in 1905 to 28,554 in 1907.

During the year a number of interesting conventions were conducted by the teachers of the various inspectorates. The three inspectorates of Edmonton, Strathcona and Vermilion united as one large convention, which met in Edmonton, while other conventions were held in Medicine Hat, Lethbridge, Calgary and Lacombe. The programmes of these conventions, which appear elsewhere in this report, indicate the purpose of these meetings, the character of the addresses and the nature of the subjects discussed. Such gatherings should prove exceedingly profitable, especially to those teachers who have just entered the profession, or who have recently come to this province, and are consequently unfamiliar with our courses of study and methods of teaching. A commendable interest has been shown, not only by those employed in the larger centres who have sacrificed time and energy in contributing to the success of these annual events, but by those who are working in the outlying districts and whose attendance involves considerable inconvenience and expense.

The keystone of our educational structure—the University of Alberta—of which but a brief mention was made in last year's report, has become a reality. Provision has been made for the commencement of lectures in the autumn of this year—a year which marks the advent of a new epoch in educational affairs of the province.

I have the honour to be, Sir,

Your obedient servant,

Department of Education,
Sept. 30, 1908.

D. S. MacKENZIE,
Deputy Minister of Education.

STATISTICS.

GENERAL SUMMARY.

	—1906—	—1907—	
Number of School Districts.....	746	902	
Increase for the year.....			156
Number of Districts having schools in operation.....	570	694	
Increase for the year.....			124
Number of departments in operation.....	760	945	
Increase for the year.....			185
Number of pupils enrolled.....	28,784	34,338	
Increase for the year.....			5,554
Average attendance of pupils.....	14,782	17,310	
Increase for the year.....			2,528
Percentage attendance of pupils.....	51%	54%	
Increase for the year.....			3%
Average length of school year—days.....	183.20	159.6	
Increase for the year.....			
Total grants earned by School Districts..	\$150,513.37	\$180,888.28	
Increase for the year.....			\$ 30,374.91
Total grants paid to School Districts....	142,836.31	197,767.89	
Increase for the year.....			54,931.58
School debentures authorized.....	422,325.00	674,515.00	
Increase for the year.....			252,190.00
School debentures registered.....	347,175.00	485,165.00	
Increase for the year.....			137,990.00
Amount expended on school buildings and grounds.....	319,975.69	555,113.88	
Increase for the year.....			235,138.19
Amount expended for teachers' salaries..	386,107.99	497,745.78	
Increase for the year.....			177,770.09
Amount expended for all other purposes	553,022.94	741,093.20	
Increase for the year.....			188,070.26

SCHOOL DISTRICTS.

In existence December 31st, 1906	Erected during 1907
Public..... 735	Public..... 155
Separate..... 7	Separate..... 1
*Unorganized... 4	*Unorganized... 0
Total..... 746	Total..... 156

*These are in outlying settlements in which schools are maintained partly by Government aid. They have not been erected as districts under the provisions of The School Ordinance.

There also exist in the unorganized territory in the northern part of the Province 17 schools which formerly received support from the Dominion Government and are now assisted by the Government of Alberta.

NUMBER OF SCHOOLS during the years 1906 and 1907 and Departments
in each.

SCHOOLS having	TOTAL SCHOOLS		TOTAL DEPTS.	
	1906	1907	1906	1907
1 Department	532	644	532	644
2 Departments	9	18	18	36
3 "	9	8	27	24
4 "	6	7	24	28
5 "	2	3	10	15
6 "	5	3	30	18
7 "	..	1	..	7
8 "	2	3	16	24
9 "	..	1	..	9
10 "	..	1	..	10
12 "	1	..	12	..
13 "	1	..	13	..
14 "	1	..	14	..
15 "	..	3	..	45
30 "	1	..	30	..
34 "	1	..	34	..
38 "	..	1	..	38
45 "	..	1	..	45
	570	694	760	943

ATTENDANCE OF PUPILS.

AT ALL SCHOOLS	1906	1907	Increase
No. of pupils attending school during year	28,784	34,338	5,554
No. of boys " " " "	14,701	17,707	3,006
No. of girls " " " "	14,083	16,631	2,548
Total aggregate attendance for 1st term	1,530,505	1,672,126	141,621
" " " " 2nd "	1,177,604.5	1,482,441	304,836.5
" " " " year	2,708,109.5	3,154,567	346,457.5
Total average attendance for year.....	14,782.61	17,310.76	2,528.15

CLASSIFICATION OF PUPILS (1907).

STANDARDS	No. of Pupils		Increase	Per cent. of enrolment
	1906	1907		
Standard I, Part 1	7,659	9,163	1,504	26.69
" I, Part 2	4,758	5,524	766	16.09
" II	5,480	6,226	746	18.13
" III	5,352	6,649	1,297	19.36
" IV	3,099	3,777	678	10.99
" V	1,675	2,115	440	6.16
" VI	506	582	76	1.70
" VII	184	216	32	.63
" VIII	71	86	15	.25
Totals	28,784	34,338	5,554	100 00

COMPARATIVE STATEMENT of Attendance and Classification of Pupils in Rural, Town and Village Schools.

	Rural schools	Town and Villageschools
Number of pupils enrolled.....	16,344	17,994
Aggregate days' attendances of pupils.....	1,274,816	1,879,751
Daily average attendance of pupils.....	8,108.25	9,202.51
Percentage of attendance of total enrolment.....	49.62	51.13
Average length of school year, —days.....	154.28	198.27
Average number of pupils enrolled in each department.....	26.74	54.19
Classification—Standard I, Part 1.....	4,059	5,104
“ I, Part 2.....	2,512	3,012
“ II.....	3,192	3,034
“ III.....	3,589	3,060
“ IV.....	1,957	1,820
“ V.....	964	1,151
“ VI.....	67	515
“ VII.....	4	210
“ VII.....		86
Total number of pupils.....	16,344	17,994

NOTE.—The statistics in the above table for 1907 were compiled from the returns received from 610 rural districts (including one unorganized district) representing 611 departments and 84 town and village districts representing 332 departments.

LENGTH OF SCHOOL YEAR (1907).

Number of schools open between 21 and 50 days.....	18
“ “ “ “ 51 “ 100 “	80
“ “ “ “ 101 “ 150 “	182
“ “ “ “ 151 “ 200 “	186
“ “ “ over 200 “	228
Total.....	694

NOTE.—The above includes one unorganized district.

TEACHERS EMPLOYED, CERTIFICATES AND SALARIES (1907).

CLASS OF CERTIFICATE	No. of Teachers	Schools open the whole year			No. of Teachers	Schools open part of year		
		Salaries per year				Salaries per year		
		Highest	Lowest	Average		Highest	Lowest	Average
First, male.	81	\$1600.00	\$600.00	\$910.05	20	\$720.00	\$550.00	\$624.25
“ female.	101	1200 00	480.00	652.55	12	660.00	560.00	608.30
Second, male.	105	1000.00	525.00	674.40	71	720.00	550.00	623.30
“ female.	458	900.00	480.00	574.40	196	720.00	540.00	630.80
Third, male.	2	850 00	600.00	725.00	2	600.00	600.00	600.00
“ female.	12	720.00	550.00	610.80	29	720.00	550.00	613.10
Permit, male.	25	780.00	450.00	591.00	96	660.00	475.00	594.90
“ female.								
TOWN SCHOOLS					VILLAGE SCHOOLS			
First, male.	48	1600.00	720.00	1080.60	10	900.00	600.00	767.00
“ female.	63	1200.00	480.00	671.90	9	820.00	550.00	675.55
Second, male.	26	1250.00	700.00	839.60	16	1000.00	570.00	734.60
“ female.	221	900.00	480.00	547.10	39	780.00	550.00	620.50
Third, male.								
“ female.	1	850.00	850.00	850.00				
Permit, male.					2	720.00	650.00	685.00
“ female.	3	600.00	550.00	583.30	3	780.00	540.00	700.00
YEARLY RURAL SCHOOLS					IN ALL SCHOOLS			
First, male.	23	660.00	600.00	616.30	101	1600.00	550.00	854.40
“ female.	29	660.00	525.00	603.65	113	1200.00	480.00	649.65
Second, male.	63	660.00	525.00	598.80	176	1000.00	525.00	656.55
“ female.	205	720.00	480.00	596.25	654	900.00	480.00	591.15
Third, male.								
“ female.	1	600.00	600.00	600.00	4	850.00	600.00	662.50
Permit, male.	10	660.00	550.00	596.00	41	720.00	550.00	612.45
“ female.	20	600.00	450.00	574.25	121	780.00	450.00	594.15

Total number of teachers employed during the year... 1210

Total number of teachers employed at one time..... 943

Altogether there were 267 schools or rooms that changed teachers during the year.

Average salary per year paid to all teachers employed.....\$629.45

SCHOOL HOUSES AND EQUIPMENT.

SCHOOL HOUSES (Material).

Log.....	49
Frame.....	536
Brick.....	38
Stone.....	4
Other Material.....	1
No. of districts that have provided wells at school.....	231
No. of wells from which good water is obtained.....	148
No. of schools provided with insufficient black board space.....	114
No. of schools having a satisfactory system of ventilation.....	633
No. of schools provided with satisfactory desks.....	626
Total number of volumes in school libraries.....	28,554
No. of schools provided with—	
Numeral frame.....	615
Reading tablets.....	1,025
Sand modelling board.....	61
Dictionary.....	495
Globe.....	700
Map of world.....	708
Map of Canada.....	763
Map of Alberta.....	407
Map of North America.....	538
Charts.....	387

SCHOOL DISTRICT DEBENTURES.

YEAR	DEBENTURES AUTHORIZED		DEBENTURES REGISTERED	
	No. of school districts	Amount	No. of school districts	Amount
1902	73	\$ 68,650	70	\$ 72,050
1903	83	108,135	93	109,285
1904	105	264,190	109	188,340
1905	120	159,325	111	228,725
1906	157	422,325	146	347,175
1907	171	674,515	135	433,665

RECEIPTS AND EXPENDITURES.

SUMMARY OF RECEIPTS AND EXPENDITURES OF ALL SCHOOL DISTRICTS FOR THE YEAR 1907.

RECEIPTS.

Cash on hand January 1st.....	\$ 118,091.39
Proceeds from debentures.....	442,430.89
Taxes collected.....	544,715.90
Government grants.....	197,767.89
Pupils' fees.....	3,696.26
Borrowed by note.....	431,560.91
Amounts advanced by treasurers.....	152,704.16
Other sources.....	3,823.75
	<u>\$1,894,791.15</u>

EXPENDITURES.

Teachers' salaries.....	\$ 497,745.78
Officials' salaries.....	36,755.49
Paid on debentures.....	131,487.65
Paid on notes—including interest.....	295,516.57
School buildings and repairs.....	486,823.60
School grounds.....	68,290.28
School furniture.....	36,135.93
Library and reference books.....	4,391.61
Apparatus and equipment.....	10,419.83
Supplies, stationery, etc.....	11,563.98
Caretaking and fuel.....	58,451.43
Insurance.....	10,290.01
Other expenditures.....	146,080.70
Balance on hand December 31st.....	100,838.29
	<u>\$1,894,791.15</u>

COMPARATIVE STATEMENT showing Receipts and Expenditures of Town and Village Districts, and Rural School Districts for the year 1907.

	Town and Village Districts	Rural Districts
RECEIPTS		
Cash on hand, January 1st....	\$ 57,550.71	\$ 60,540.68
Proceeds of debentures.....	332,266.91	110,163.98
Taxes collected.....	203,905.35	340,810.55
Government grants.....	67,619.13	130,148.76
Pupils' fees.....	2,956.89	739.37
Borrowed by note.....	307,656.32	123,904.59
Amounts advanced by treasurers.....	141,628.33	11,075.83
Other sources.....	1,590.38	2,233.37
	<u>\$1,115,174.02</u>	<u>\$779,617.13</u>
EXPENDITURES.		
Teachers' salaries.....	\$ 224,566.86	\$ 273,178.92
Officials' salaries.....	16,755.05	20,000.44
Paid on debentures.....	64,238.48	67,249.17
Paid on notes—including interest.....	177,386.17	118,130.40
School buildings and repairs.....	336,341.09	150,482.51
School grounds.....	55,503.51	12,786.77
School furniture.....	18,389.62	17,746.31
Library and reference books.....	1,741.34	2,650.27
Apparatus and equipment.....	3,024.33	7,395.50
Supplies, stationery, etc.....	5,661.74	5,902.24
Caretaking and fuel.....	38,730.46	19,720.97
Insurance.....	6,377.47	3,912.54
Other expenditures.....	131,502.08	14,578.62
Balance on hand December 31st.....	34,955.82	65,882.47
	<u>\$1,115,174.02</u>	<u>\$779,617.13</u>

COMPARATIVE STATEMENT showing Assets and Liabilities of Town and Village School Districts and Rural School Districts for the year 1907.

	Town and Village Districts	Rural Districts
ASSETS.		
Cash on hand.....	\$ 34,955.82	\$ 65,882.47
Arrears of taxes due.....	209,078.07	198,747.37
Government grants due.....	86,765.69	94,122.59
Estimated value of land and buildings.....	1,386,743.68	560,125.60
Estimated value of furniture and apparatus.....	93,737.61	113,775.17
Estimated value of school libraries.....	8,313.64	8,176.61
Other assets.....	294,017.96	204,732.65
	\$ 2,113,612.47	\$ 1,245,562.46
LIABILITIES.		
Teachers' salaries.....	\$ 3,012.42	\$ 40,689.20
Debenture indebtedness.....	981,685.22	344,940.06
Outstanding accounts.....	170,944.02	150,597.79
Amounts due treasurers.....	1,590.38	2,333.37
Excess of assets over liabilities.....	956,380.43	707,102.04
	\$ 2,113,612.47	\$ 1,245,562.46

SUMMARY OF ASSETS AND LIABILITIES of all School Districts for the year 1907.

ASSETS.	
Cash on hand.....	\$ 100,838.29
Arrears of taxes due.....	407,825.44
Government grants due.....	180,888.28
Estimated value of lands and buildings.....	1,946,869.28
Estimated value of furniture and apparatus.....	207,512.78
Estimated value of school libraries.....	16,490.25
Other assets.....	321,541.81
	\$3,181,966.13
LIABILITIES.	
Teachers' salaries.....	\$ 43,701.62
Debenture indebtedness.....	1,326,625.28
Outstanding accounts.....	321,541.81
Amount due treasurers for moneys advanced.....	3,823.75
Excess of assets over liabilities.....	1,486,273.67
	\$3,181,966.13

PROVINCIAL CERTIFICATES GRANTED (1907).

	Alta.	N. W. T.	Other Provs.	Eng.	Ire.	Scot.	Total	Grand Totals
<i>(a) Interim Certificates.</i>								
1st Class to Alberta teachers.....	28						28	
“ “ N.W.T. teachers.....		4					4	
“ “ teachers from Saskatchewan.....			6					
“ “ “ Ontario.....			24					
“ “ “ Manitoba.....			1					
“ “ “ Nova Scotia.....			2					
“ “ “ New Brunswick.....			7					
“ “ “ Quebec.....			1				41	
“ “ “ Scotland.....						1		74
2nd Class to Alberta teachers.....	63						63	
“ “ N. W. T. teachers.....		8					8	
“ “ teachers from Saskatchewan.....			27					
“ “ “ Ontario.....			65					
“ “ “ Manitoba.....			14					
“ “ “ Nova Scotia.....			14					
“ “ “ New Brunswick.....			5					
“ “ “ Quebec.....			3				128	
“ “ “ England.....				2				
“ “ “ “ Ireland.....					1			
“ “ “ “ Scotland.....						1	4	203
3rd Class to Alberta teachers.....	1							
“ “ N.W.T. teachers.....		1						2
Kindergarten to teachers from Ontario.....			1					
“ “ “ “ Ireland.....					1			2
<i>(b) Professional Certificates.</i>								
1st Class Professional Certificates.....	31							
2nd “ “ “.....	105						136	136
3rd “ “ “.....								
* (c) Provisional Certificates.....	191							191
<i>(d) Non-Professional Certificates.</i>								
Standard VIII Diplomas.....	37							
“ VII “.....	84							
“ VI “.....	124							
“ V “.....	308						553	553

NOTE.—Interim certificates are granted to teachers who complete a course of training at Calgary Normal School or who present approved Professional Certificates from the Eastern Provinces or elsewhere.

Professional certificates are granted to teachers who have taken Normal Training and who have taught successfully in the Province for at least one year on their Interim Certificates.

*Including temporary certificates to substitutes for teachers who were ill or who were required to attend Normal School.

EXAMINATIONS (1907).

STANDARD V EXAMINATIONS.

No. of candidates who wrote.....	540
No. of candidates who passed.....	308

TEACHERS' NON-PROFESSIONAL EXAMINATION.

CENTRE	No. of Candidates		
	VI	VII	VIII
Calgary.....	43	25	11
Cardston.....	9	4	..
Edmonton.....	48	34	10
Lacombe.....	21	3	3
Lethbridge.....	17	8	1
Macleod.....	6	..	1
Medicine Hat.....	18	8	6
Nanton.....	4	..	..
Olds.....	10	4	1
Raymond.....	9	5	..
Red Deer.....	16	3	1
Strathcona.....	20	11	8
Wetaskiwin.....	9	7	3
Totals.....	230	112	45
Total.....			387
No. of candidates who passed.....	124	84	37
Total.....			245

TEACHERS' PROFESSIONAL EXAMINATION (1907).

FIRST TERM				SECOND TERM			
EXAMINED		PASSED		EXAMINED		PASSED	
1st	2nd	1st	2nd	1st	2nd	1st	2nd
6	36	6	32	20	32	20	28
Totals	42		38	Totals	52		48

CONVENTIONS.

The following is a list of the Teachers' Conventions held in Alberta during 1907.

PLACE OF MEETING	WHEN HELD	TEACHERS' ATTENDANCE
Medicine Hat.....	June 7th.....	23
Lacombe.....	Oct. 3rd and 4th.....	70
Calgary.....	Oct. 17th and 18th.....	98
Edmonton.....	Oct. 24th and 25th.....	162
Lethbridge.....	Nov. 14th and 15th.....	88

SCHOOL INSPECTION.

INSPECTOR	No. of schools or Depts. under jurisdiction		No. of schools or Depts. in operation		No. of Schools visited once		No. of Schools visited twice		No. of Schools visited more than twice		Total No. of visits	
	Jan. 1 1907	Dec. 31 1907	Graded Depts.	Ungraded schools	Graded Depts.	Ungraded schools	Graded Depts.	Ungraded schools	Graded Depts.	Ungraded schools	Graded Depts.	Ungraded schools
G. E. Ellis, Edmonton.....	134	149	49	78	49	93	17	37	..	1	66	131
John Ross, Strathcona.....	137	153	35	97	35	105	32	80	..	6	67	191
P. H. Thibaudeau, Lacombe.....	146	185	13	128	4	78	9	78	..	..	22	234
J. F. Boyce, Red Deer.....	144	170	26	127	26	137	23	58	..	8	49	203
J. W. Brown, Medicine Hat.....	160	176	94	66	94	70	92	37	..	..	186	107
Jas. E. Loucks, Vegreville.....	90	116	6	65	..	17	2	65	1	4	7	166
C. H. Russell, Calgary.....	155	187	66	96	22	67	41	7	..	..	104	91

SCHOOL INSPECTION.

INSPECTOR	Schools found closed once during the year		Schools found closed twice during the year		Schools not in operation		Distance travelled		
	Graded Depts.	Ungraded schools	Graded Depts.	Ungraded schools	Graded Depts.	Ungraded schools	By Rail	By Road	Total
G. E. Ellis, Edmonton.....	..	13	..	1	..	..	36	2,311	2,347
John Ross, Strathcona.....	..	29	..	6	..	8	760	2,192	2,952
P. H. Thibaudeau, Lacombe.....	..	49	..	8	..	5	360	2,640	3,000
J. F. Boyce, Red Deer.....	..	40	..	5	..	26	971	2,629	3,600
J. W. Brown, Medicine Hat.....	6	24	..	2	..	16	3,078	2,618	5,696
Jas. E. Loucks, Vegreville.....	..	28	..	29	..	45	1,346	2,357	3,703
C. H. Russell, Calgary	..	12	..	..	..	4	1,068	1,145	2,213

DEPARTMENT OF EDUCATION
CITY AND TOWN DISTRICTS, 1907.

PUBLIC SCHOOLS.

No.	NAME OF DISTRICT	Depts.	PRINCIPAL	Cert.	SALARY	Enrolment
7	Edmonton.....	38	Wm. Rea.....	1st	\$1,600.00	2283
19	Calgary.....	45	J. A. Smith.....	1st	1,600.00	2527
47	Macleod.....	6	A. E. Torrie.....	1st	1,200.00	252
51	Lethbridge.....	15	W. A. Hamilton.....	1st	1,400.00	722
76	Medicine Hat.....	15	G. E. Pentland.....	1st	1,200.00	773
91	Fort Saskatchewan.....	3	W. M. Corbett.....	1st	900.00	166
104	Red Deer.....	8	W. J. McLean.....	1st	1,000.00	458
121	Pincher Creek.....	3	D. M. Christie.....	1st	850.00	163
144	High River.....	5	J. M. Kelly.....	1st	780.00	273
178	Okotoks.....	3	Wm. Skinner.....	1st	950.00	150
210	Innisfail.....	4	F. S. Carr.....	1st	780.00	201
216	Strathcona.....	15	R. S. Jenkins.....	1st	1,600.00	889
235	Olds.....	5	J. C. Butchart.....	1st	900.00	245
243	Nelson.....	6	N. E. Carruthers.....	1st	1,200.00	289
264	Wetaskiwin.....	10	P. C. Dobson.....	1st	1,200.00	520
297	Leduc.....	2	R. M. Watt.....	1st	800.00	156
423	Ponoka.....	4	M. O. Nelson.....	2nd	780.00	200
457	Cardston.....	8	J. W. Low.....	1st	1,000.00	424
620	Magrath.....	6	Z. W. Jacobs.....	2nd	600.00	340
647	Galt.....	4	C. W. Brown.....	1st	750.00	201
652	Didsbury.....	4	P. B. Rose.....	2nd	775.00	198
700	Raymond.....	9	B. F. Keillor.....	1st	1,000.00	539
730	Nanton.....	3	H. C. McKay.....	2nd	790.00	219
764	Claresholm.....	4	C. J. Bradley.....	2nd	900.00	234
933	Tabor.....	5	J. E. Davis.....	1st	800.00	362
1315	Camrose.....	3	J. W. Russell.....	2nd	900.00	160
1446	Vermilion Centre.....	2	Geo. Marion.....	2nd	720.00	147
1475	Stettler.....	4	Alice H. Peterson.....	2nd	720.00	218
1480	New Vegreville.....	3	J. F. Rogers.....	2nd	1,200.00	140
1539	Daysland.....	2	J. F. Barker.....	2nd	720.00	72

ROMAN CATHOLIC SEPARATE SCHOOLS.

1	Lacombe (Calgary).....	7	Sr. Mary Greene.....	1st	1,200.00	375
7	St. Joachim (Edmonton)	8	Sr. M. J. Quigley.....	1st	800.00	389
8	Holy Cross (Macleod)...	1	Teresa Thomas.....	2nd	600.00	30
9	Lethbridge.....	4	Maggie F. Kelly.....	2nd	780.00	216
12	St. Anthony (Strathcona)	2	W. J. Walsh.....	1st	720.00	65
15	Sacred Heart (Wetaskiwin.....)	2	Lucy Campbell.....	2nd	660.00	71
16	St. Martin's (Vegreville)	1	Annie Doyle.....	2nd	825.00	55

ROMAN CATHOLIC PUBLIC SCHOOLS.

3	St. Albert.....	2	Sr. M. Truteau.....	1st	740.00	163
35	Thibault (Morinville)...	1	Mary E. O'Brien.....	2nd	825.00	74

ATTENDANCE IN TOWN AND CITY DISTRICTS.

PUBLIC SCHOOLS.

No.	NAME	ENROLLED	AVERAGE ATTENDANCE	PERCENTAGE OF ATTENDANCE
7	Edmonton.....	2,283	1,184.11	51.84
19	Calgary.....	2,527	1,406.7	55.66
47	Macleod.....	252	140.7	55.83
51	Lethbridge.....	722	383.02	53.04
76	Medicine Hat..	773	418.61	54.15
91	Fort Saskatchewan.....	166	81.75	49.24
104	Red Deer.....	458	249	54.14
121	Pincher Creek.....	163	85.52	52.46
144	High River.....	273	126.01	46.16
178	Okotoks.....	150	74.6	49.73
210	Innisfail.....	201	99.8	49.65
216	Strathcona.....	889	506.62	56.98
235	Olds.....	245	126.61	51.67
243	Nelson (Lacombe).....	289	181.71	62.52
264	Wetaskiwin.....	520	277.06	53.28
297	Leduc.....	156	69.1	44.29
423	Ponoka.....	200	103.2	51.6
457	Cardston.....	424	235.63	55.57
620	Magrath.....	340	153.55	45.16
647	Galt (Stirling).....	201	101.48	50.48
652	Didsbury.....	198	98.9	49.94
700	Raymond.....	539	252.92	46.92
730	Nanton.....	219	105.29	48.07
764	Claresholm.....	234	102.18	43.66
933	Taber.....	362	108.17	29.88
1315	Camrose.....	160	78.96	49.35
1446	Vermilion Centre.....	147	70.48	47.94
1475	Stettler.....	218	88.31	40.5
1480	New Vegreville.....	140	68.97	49.26
1539	Daysland.....	72	37.25	51.73

ROMAN CATHOLIC SEPARATE SCHOOLS.

1	Lacombe (Calgary).....	375	211.01	56.27
7	St. Joachim (Edmonton).....	389	190.03	48.85
8	Holy Cross (Macleod).....	30	16.14	53.08
9	Lethbridge.....	216	136	62.96
12	St. Anthony (Strathcona).....	65	30.30	46.61
15	Sacred Heart (Wetaskiwin).....	71	37.50	52.81
16	St. Martin's (Vegreville).....	55	23.95	43.54

ROMAN CATHOLIC PUBLIC SCHOOLS.

3	St. Albert.....	163	113.97	69.92
35	Thibault (Morinville).....	74	30.32	40.97

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1907.

NAME	No.	Date of erection	Gen. location			SECRETARY
			Tp.	Rg.	M	
Sunnydale.....	1594	Jan. 24	{47 48	1 1	4 4	} G. C. Wood, Lloydminster.
Sich.....	1595	Jan. 24	54	15	4	
Betchton.....	1596	Jan. 28	33	28	4	S. Boffey, Bowden.
Harvey.....	1597	Feb. 12	16	25	4	C. A. Smith, Nanton.
Lavoy.....	1598	Feb. 28	52	13	4	C. F. Bentley, Lavoy.
Kelley.....	1599	Feb. 28	{42 43	14 13	4 4	} W. J. Reid, Killam.
Nine Mile.....	1600	Feb. 28	12	6	4	Robt. Rogers, Medicine Hat.
South Pigeon Lake..	1601	Mar. 15	{45 46	1 1	5 5	} L. S. Wood, Westrose.
Spring Lake.....	1602	Mar. 15	37	20	4	V. Hartlet, Stettler.
Mundare.....	1603	Mar. 15	53	17	4	Peter Svarich, Vegreville.
Pobeda.....	1604	Mar. 30	54	12	4	Peter Svarich, Vegreville.
Sniatyn.....	1605	Mar. 30	57	17	4	E. Marianicz, Hunka.
Riverside.....	1606	Mar. 30	58	16	4	I. S. Doze, Pakan.
Fairbank.....	1607	Mar. 30	36	24	4	D. C. Colclough, Pine Lake.
May Park.....	1608	Mar. 30	39	18	4	F. F. Ferguson, Stettler.
Pozerville.....	1609	Mar. 30	55	13	4	W. C. Gillis, Pozerville.
Lainuk.....	1610	Mar. 30	54	13	4	S. R. English, Pozerville.
Sulitjelma.....	1611	Mar. 30	49	21	4	M. Thompson, New Sarepta.
Oleskow.....	1612	Mar. 30	52	16	4	P. Svarich, Vegreville.
Green Acres.....	1613	Mar. 30	30	28	4	W. P. Taylor, Carstairs.
Brosseau.....	1614	Mar. 30	55	11	4	A. Grey, Brosseau.
Symonds.....	1615	Mar. 30	42	3	5	S. Christopherson, Förshee.
Cumberland.....	1616	Mar. 30	38	25	4	G. W. Spiers, Gaetz Valley.
Mountain Grove.....	1617	Mar. 30	40	27	4	I. O. Coverdale, Lacombe.
Bonny Brae.....	1618	Mar. 30	43	21	4	C. Nixon, Manfred.
Vermilion Springs...	1619	Mar. 30	58	26	4	Geo. McMillan, Egg Lake.
Brushy College.....	1620	Mar. 30	37	18	4	L. B. Ivey, Maryville
Shooting Lake.....	1621	April 30	37	11	4	John Rotton, Stettler.
Glencoe.....	1622	April 30	38	12	4	J. F. Kelly, Lindville.
Blackfoot.....	1623	April 30	49	1	4	Jas. Stone, Blackfoot Hills.
Kitscoty.....	1624	April 30	51	3	4	John H. Drew, Kitscoty.
Grain Belt.....	1625	April 30	12	26	4	L. Pfefferle, Claresholm.
Page.....	1626	April 30	54	18	4	O. F. Page, Chipman.
Raven.....	1627	May 15	36	4	5	D. B. Berry, Raven.
Poplar Dale.....	1628	May 15	42	13	4	W. H. Stewart, Merna.
Ribstone.....	1629	May 15	44	3	4	Mrs. A. Burton, Ribstone.
Satinwood.....	1630	May 15	39	25	4	Jas. Sage, Lacombe.
Kaluz.....	1631	May 15	54	17	4	T. Achtenijecyuk, Chipman.
Edwand.....	1632	May 15	60	16	4	Alex. Scorejko, Edwand.
Woodside.....	1633	May 15	{49 50	14 14	4 4	} D. Ingram, Hurry.
Highwood.....	1634	May 15	19	1	5	C. S. Elliot, High River.
Elkton.....	1635	May 15	31	4	5	E. A. Olson, Elkton.
Wheatland.....	1636	May 15	45	12	4	W. O. Stephenson, Sedgewick.
Eagle.....	1637	May 15	26	2	5	P. M. Lyse, Airdrie.
Stony Plain Village...	1638	May 15	52	1	5	Israel Umbach, Stony Plain.
Morrison.....	1639	May 15	52	5	4	S. R. Giles, Islay.
Pigeon Valley.....	1640	May 31	46	28	4	H. T. Fiveland, Westrose.
Stewartville.....	1641	May 31	35	23	4	Jas. Kemp, Arthurvale.
Hogadone.....	1642	May 31	34	25	4	S. Jardine, Knee Hill Valley.
Leonard.....	1643	May 31	41	16	4	W. J. Brennan, Hastings Coulee.
Derby.....	1644	May 31	42	16	4	A. V. Pickett, Hastings Coulee.
Blindman Valley...	1645	May 31	43	3	5	Wm. Kleist, Rimbey.
Gumbo.....	1646	May 31	31	24	4	Chas. Raethke, Three Hills.
West Brook.....	1647	May 31	28	4	5	R. F. Kirkham, Dog Pound.
Fair Grove.....	1648	May 31	43	12	4	R. Bergum, Sedgewick.
Grassy Plains.....	1649	May 31	15	27	4	S. L. Hooper, Laurence.
Groveland.....	1650	May 31	44	11	4	A. Braun, Holmstown.
Fairmount.....	1651	May 31	33	24	4	N. McLeod, Trochu Valley.

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1907—*Continued.*

NAME	No.	Date of erection	Gen. location			SECRETARY
			Tp.	Rg.	M	
Allandale.....	1652	June 15	52	5	4	C. R. Hiles, Vermilion.
Whitebrush.....	1653	June 15	42	21	4	W. L. Duckett, Whitebrush.
Mosquito Creek.....	1654	June 15	17	30	4	Wm. Caspell, Cayley.
Frontier.....	1655	June 15	34	26	4	N. J. Lott, Mayton.
Skybo.....	1656	June 15	41	20	4	H. S. Hayes, Monvel.
Argyle.....	1657	June 15	40	12	4	W. P. Smith, Flagstaff.
Denwood.....	1658	June 15	44	6	4	J. H. Dawson, Denwood.
Hardisty.....	1659	June 15	43	10	4	W. G. Whyte, Hardisty.
Prairie Dell.....	1660	June 15	14	26	4	Wm. McSweeney, Stavely.
Junction Valley.....	1661	June 15	38	10	4	H. H. Hunting, Talbot.
Harper.....	1662	June 15	14	25	4	J. F. Harper, Stavely.
MacEwan.....	1663	June 29	15	29	4	Alex. McRae, MacEwan.
Loveland.....	1664	June 29	41	15	4	Otto Richter, Loveland.
Swan Hill.....	1665	June 29	49	21	4	Geo. Blakely, Bittern Lake.
Garden Prairie.....	1666	June 29	12	25	4	T. D. Hunter, Elinor.
Auburn.....	1667	June 29	16	25	4	T. D. Chesterfield, Nanton.
Summer.....	1668	June 29	53	18	4	Wm. Lennie, Logan.
Beaver Valley.....	1669	June 29	14	29	4	Alex. Connell, Stavely.
Prairie Rose.....	1670	June 29	39	5	5	E. N. French, Everts.
Rose View.....	1671	July 15	30	24	4	Bruce Paget, Rawdonville.
Ukraina.....	1672	July 15	52	17	4	J. Engel, Beaver Lake.
Islay.....	1673	July 31	51	4	4	R. Leitch, Islay.
Arthurville.....	1674	July 31	34	25	4	Chas. Logan, Curlew.
Warner.....	1675	July 31	4	17	4	M. E. Mangin, Warner.
Bountiful.....	1676	July 31	10	17	4	J. F. Johnson, Taber.
Hoosier.....	1677	July 31	12	27	4	T. C. Milnes, Claresholm.
Cree Valley.....	1678	July 31	46	2	5	A. E. Heacock, Battle Lake.
Pilot Knob.....	1679	July 31	40	20	4	A. E. Six, Stettler.
Fallen Timber.....	1680	Aug. 31	31	5	5	Jos. Teynor, Elkton.
Willow Point.....	1681	Aug. 31	38	15	4	John Lane, Ingleton.
Minburn.....	1682	Aug. 31	50	10	4	H. S. Hall, Minburn.
Buckeye.....	1683	Aug. 31	31	25	4	W. H. Shaw, Sunny Slope.
Cromer.....	1684	Aug. 31	47	13	4	A. Holmberg, Viking.
Drywood.....	1685	Aug. 31	4	30	4	J. M. Smith, Dry Fork.
Waltondale.....	1686	Aug. 31	10	25	4	A. P. VanBuren, Macleod.
Spring Dale.....	1687	Aug. 31	17	2	5	E. C. Sanders, High River.
Lakelford.....	1688	Aug. 31	46	13	4	Malcolm Maxwell, Killam.
Devonport.....	1689	Aug. 31	31	29	4	B. S. Lincoln, Didsbury.
Franklin.....	1690	Sept. 14	50	22	4	R. Walton, Cooking Lake.
Campbell Lake.....	1691	Sept. 14	52	6	4	W. H. Armstrong, Vermilion.
Togo.....	1692	Sept. 14	51	16	4	P. Svarich, Vegreville.
Kiew.....	1693	Sept. 14	53	13	4	P. Svarich, Vegreville.
Kindergarten.....	1694	Sept. 14	38	19	4	F. Schertenleib, Stettler.
Silver Lake.....	1695	Sept. 14	53	20	4	J. W. Malcolm, Ross Creek.
Shamrock.....	1696	Sept. 14	23	23	4	G. B. Allen, Gleichen.
Garden.....	1697	Sept. 19	52	21	4	Wm. McFadyen, Strathcona.
Marshall.....	1698	Sept. 19	16	22	4	W. J. Greenaway, Reid Hill.
Exshaw.....	1699	Oct. 15	24	9	5	W. W. Robertson, Exshaw.
Buffalo.....	1700	Oct. 15	19	24	4	D. J. McInenly, Mossleigh.
Gretna.....	1701	Oct. 15	42	12	4	Fred. Lombard, Bellshill.
Mount Zion.....	1702	Oct. 15	42	14	4	O. I. Elgaaen, Pleasington.
Ellice.....	1703	Oct. 15	42	23	4	T. L. Bowdon, Tristram.
Birch Hill.....	1704	Oct. 15	51	12	4	R. H. Gibouey, Ranfurly.
Walker.....	1705	Oct. 15	56	20	4	A. Henkelman, Bruederheim.
Stony Rapid.....	1706	Oct. 15	54	11	4	H. D. Middleton, Mannville.
Reliance.....	1707	Oct. 15	10	16	4	E. H. Miller, Taber.
Creekside.....	1708	Oct. 30	32	24	4	M. S. Weaver, Three Hills.
Strawberry Plains.....	1709	Oct. 30	45	9	4	W. L. Mildon, Jr., Hardisty.
Willow Grove.....	1710	Oct. 30	59	10	4	G. Dervey, Clarkville.
Manola.....	1711	Oct. 30	59	2	5	J. A. McFee, Belvedere.
German.....	1712	Oct. 30	39	14	4	G. Ulmer, Ingleton.
Grainland.....	1713	Oct. 30	41	14	4	F. A. Pasco, Grainland.
Sarcee Butte.....	1714	Nov. 15	31	22	4	I. W. Reed, Ghost Pine Creek.

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1907—*Continued.*

NAME	No.	Date of erection	Gen. location			SECRETARY
			Tp.	Rg.	M.	
Auburndale.....	1715	Nov. 15	47	6	4	A. S. Hinricksen, Auburndale.
Wheatland Centre ..	1716	Nov. 15	12	23	4	Jos. Kevel, Blayney.
Mayville.....	1717	Nov. 15	38	18	4	C. A. Bertrand, Mayville
High View.....	1718	Nov. 15	18	29	4	J. C. Slater, High River.
King Edward.....	1719	Nov. 15	52	7	4	Daniel Shaw, Vermilion.
Prairieville.....	1720	Nov. 15	13	25	4	M. F. Hill, Claresholm.
Prairie Hall.....	1721	Nov. 30	42	15	4	Jas. Foreman, Pleasington.
St. John.....	1722	Nov. 30	53	27	4	B. W. Atkinson, Spruce Grove.
Orbindale.....	1723	Nov. 30	47	8	4	J. W. Johnston, Mannville.
Looma Vista.....	1724	Nov. 30	50	22	4	F. J. Heath, Strathcona.
Pincher City.....	1725	Nov. 30	7	30	4	R. W. Morgan, Pincher Station.
Flowerdale.....	1726	Nov. 30	50	2	4	D. A. Currie, Blackfoot.
Green Valley.....	1727	Nov. 30	43	12	4	F. Thomson, Sedgewick.
Fairfield.....	1728	Nov. 30	40	10	4	H. N. Black, Brownfield.
Markham.....	1729	Nov. 30	37	13	4	W. D. Dunnington, Williston.
Three Hills.....	1730	Nov. 30	31	24	4	Bert Buxton, Three Hills.
Columbia.....	1731	Dec. 14	27	28	4	C. M. Ekstrom, Airdrie.
Louise Lake.....	1732	Dec. 14	55	6	4	D. L. Richardson, Landonville via Vermilion.
Arrowwood.....	1733	Dec. 14	19	25	4	P. H. Maher, Brant.
Minot.....	1734	Dec. 14	39	12	4	W. J. Hewitt, Brownfield.
Bluff Centre.....	1735	Dec. 14	44	3	5	J. M. Parmelee, Bluff Centre.
Arkona.....	1736	Dec. 14	37	12	4	O. Haney, Haneyville.
Gopher.....	1737	Dec. 14	46	11	4	Edwin Jackson, Sedgewick.
Legal.....	1738	Dec. 14	57	25	4	Leon Savoie, Legal.
Sylvan.....	1739	Dec. 14	53	4	5	W. C. Dunn, Wabamun.
Ashcroft.....	1740	Dec. 14	34	22	4	Robt. Walker, Huxley.
Clyde.....	1741	Dec. 31	60	25	4	W. H. Jack, Clyde.
Trochu Valley.....	1742	Dec. 31	33	23	4	L. C. Eckenfelder, Trochu Val'y.
Roseberry.....	1743	Dec. 31	45	8	4	W. B. Steele, Orbindale.
Manly.....	1744	Dec. 31	53	2	5	Chas. Walker, Manly.
Telfordville.....	1745	Dec. 31	49	2	5	H. J. Allio, Telfordville
Strathmead.....	1746	Dec. 31	21	28	4	L. McKinnon, Langdon.
Big Knife.....	1747	Dec. 31	38	17	4	John Leech, Dora.
Braeside.....	1748	Dec. 31	17	28	4	O. D. Wilkinson, Cayley.

PART II.

SPECIAL REPORTS

I.

ALBERTA NORMAL SCHOOL.

REPORT OF PRINCIPAL OF NORMAL SCHOOL.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Provincial Normal School for the year ending December 31st, 1907.

During the year two sessions of the Normal School were held. The first session opened on January 3rd, and closed on April 30th. The number of students in attendance was 45. Of these, 9 were first class students, two of whom were University graduates; and 36 were second class students. The number of male students was 16, and the number of female students was 29. The average age of students was $23\frac{2}{3}$ years. The average experience in teaching was 2 years.

The second session opened on August 21st, and closed on December 20th. There were 52 students in attendance; 20 of these were first class students, of whom 3 were University graduates; and 32 were second class students. The number of male students was 7, and the number of female students was 45. The average age of the students in attendance was $20\frac{3}{4}$ years, and the average experience in teaching was $10\frac{1}{2}$ months.

During 1907 there were 97 students-in-training in attendance at the Provincial Normal School. Of these, 29 were first class students, and 68 second class students. The number of University graduates in attendance during the year was 5. The number of male students was 23, and the number of female students was 74. The average age of the students in attendance during the year was $22\frac{1}{2}$ years, and their average experience in teaching, $1\frac{5}{6}$ years.

It will be seen from these figures that there was a large percentage of male students, and that a great number of the students in attendance were men and women of maturity and with considerable experience in teaching.

While, as a rule, the students in attendance during the year were fully up to the standard from the standpoint of reasoning ability and scholarship, yet their power of expression was not so commendable. Their written exercises and their answer papers indicated weakness in composition, spelling and writing. A great number of the students-in-training were weak in giving oral expression to the thoughts gleaned by them from the printed page. These facts seem to indicate that the subjects to which I have referred do not receive the attention that they should receive in many of our schools. A more rigid inspection of the schools by the Government inspectors along these lines, coupled with more critical examination of papers of candidates at the non-professional examinations, would do much to remedy these defects.

In August of 1907, J. C. Miller, B.Sc., a graduate of Troop Polytechnic Institute and the University of California, was added to the staff. During the fall term, Mr. Miller taught manual training, writing, hygiene and physiology, and physical culture. He has devoted himself with zeal to the new work, and has proved to be a source of strength to the Provincial Normal School.

The rapid increase in the number of school districts in the province, together with the short period of service of the average teachers, renders necessary the holding of two short courses of the Normal School during the year. As a consequence, it is impossible to deal as fully as might be desired with such subjects as manual training, music, drawing, art work in its various forms, and Kindergarten work. After the completion of the new Normal School building at mid-summer we will be in a position to conduct a longer session of eight months in duration, in addition to the two shorter sessions. This long session would have as its purpose the preparation of teachers for work in city and town schools in which the subjects mentioned above are receiving increasing attention. A special certificate could be granted to those who have taken the longer course.

On June 1st I was granted leave of absence for two months in order to visit educational centres in the Western States, and to attend as the accredited representative of Alberta, the session of the National Education Association in Los Angeles, California.

In Seattle, San Francisco and Los Angeles, I visited the elementary, secondary and training schools, with a view to making myself acquainted with the nature of the work and the methods employed. My general impression with respect to elementary and secondary education in those centres was, that while much more is being attempted along the lines of domestic science, art work, music, drawing and manual training, the standing of the pupils in the essential branches of study was not as high as in the elementary and secondary schools of our own province.

With respect to the training schools, I found that at the present time increasing attention is being given to the practical side of the work,—the observation by the student of the work of skilled teachers and the teaching of lessons under the supervision of members of the Normal School staff, or teachers in the practice schools.

I had an opportunity of discussing methods of training with the men who were at the head of these training schools, and with representatives of the Normal Schools who were in attendance at the session of the National Educational Association at Los Angeles. New ideas received through this close personal contact with those who are engaged in the same kind of work in the other centres will enable me to continue the work in Alberta with greater confidence, and, I hope, with greater success.

I have the honour to be, Sir,

Your obedient servant,

GEORGE J. BRYAN,

Principal of Normal School.

II.

REPORTS OF INSPECTORS OF SCHOOLS.

REPORT OF INSPECTOR ELLIS, EDMONTON.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
Edmonton, Alta.

SIR,—I beg to submit for your consideration the following report of the Edmonton inspectorate for the year 1907.

During the year there was an increase of 15 departments, 5 of these being in the city of Edmonton, the remainder being new school districts. All districts erected at the beginning of the year were visited once, and about one-half of them twice. A good deal of time was also spent throughout the inspectorate assisting people in the procedure of erecting school districts. I regret to say that in a few instances the school is delayed because of the opposition from those who have no children and can see no advantage of the school to the surrounding country. I know of families of three or four children who are growing up in ignorance because of such opposition.

Eighteen new buildings have been erected during the year—three being brick, the remainder frame. Only two log buildings have been built in this inspectorate in the past two years. There has been a very abnormal growth in the school population of Edmonton, making necessary a great deal of building. The new Alex. Taylor School, of 8 rooms, was opened early this year, and the Norwood school, of 10 rooms, which was started in 1907, will be completed this year. Already the board is preparing to build two more large buildings. There is one feature about the building that is too often neglected. The architect desires to have a fine outside appearance and hence often pays little attention to the lighting of the school and the amount of blackboard space available. This, however, is not the case with the larger schools but is often seen in the village and country.

Not only are the people desirous of good buildings but the interest manifested in the school grounds is in many cases a very noteworthy feature. There is still, however, room for much improvement along this line. Some trustees do not even cut the brush on the yard and thus leave the children without room for play. Two days' work would often make a great improvement. The school is too often dirty. People who would not think of letting their own house go without scrubbing it every week think that once every three months is sufficient for the school.

The irregularity of attendance is still a serious drawback to the teachers' work. In some cases the trustees have taken the matter in hand and are securing better results but in many instances very little attention is given to it.

With respect to the teachers I am pleased to note that about 35 per cent. of my schools have the same teachers as last year. The trustees in many districts are beginning to see the benefit of re-

taining the teacher at an increased salary. Those teachers who receive their training in Alberta or Saskatchewan usually do the best work. Those receiving their training elsewhere may do good work after taking the pains to acquaint themselves with our programme of studies, but some, and they are not a few, work away for 4 or 5 months, or till the inspector makes his visit, without even having found out that there is a programme. Quite a number, also, spend nearly a whole term without any time-table to guide them and as a result some subjects suffer. Yet these are the same teachers who are surprised because they do not get their permanent certificate after a year's teaching.

Reading is pretty well taught in most schools, both graded and ungraded. It is wonderful, too, what interpretations many children put on certain passages. Not always, perhaps, what the author meant but it shows the mind is working. How different, though, when a problem in arithmetic is given to be solved. If the form is different from that of yesterday the child is at sea. Why this apparent inconsistency? I believe we are putting too much stress on form at the expense of thought. There is, however, a marked advance in primary number work.

Writing often seems but various forms of scribbling. Teachers do not give sufficient attention to this in the rural schools. The junior classes have their writing lesson while the teacher is having a recitation with the seniors, and *vice versa*. In Edmonton, however, where there is now a special instructor in writing and close supervision during the writing period, this section of the work is much improved.

History is being very well taught in the fourth and fifth grades, but below that there is very little systematic work done outside of the town schools. Even here it is sometimes made distasteful. In standard three history, I find many teachers overlooking what the programme calls for, only an outline of Canadian History; not all the provisions of each Act.

Geography is better taught, but even here the lower grades are in many cases simply asked to learn definitions. Local geography is getting more attention than formerly.

I believe there is greater improvement along the line of composition than any other subject. In the majority of schools pupils can write a fairly satisfactory letter so far as English is concerned, but, as has been mentioned, the difficulty is to read the scrawl.

Nature study is very seldom taken up systematically. A few teach one thing, and that one thing seems to be: plants. Very few see anything to teach and study in winter. This is true both in town and country. The plant life is taken up quite thoroughly in the town schools, however, and changes of growth noted.

Most of the teachers have singing in the school and a good many are introducing calisthenics.

Looking retrospectively over the year's work, I cannot but think that though some may have fallen short of our expectations, yet the worth of the great majority cannot be measured in dollars and cents.

I have the honour to be, Sir,

Your obedient servant,

G. E. ELLIS,

Inspector of Schools.



ALEXANDER TAYLOR SCHOOL, EDMONTON

REPORT OF INSPECTOR ROSS, STRATHCONA.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Strathcona Inspectorate for the year 1907.

One of the most noticeable features during the year in this inspectorate is the interest taken in school affairs by the trustees in rural and town districts, and the rapid organization of school districts. That part of Alberta between townships 44 and 53, and ranges 17, west of the fourth meridian and the fifth meridian, is practically all within the boundaries of school districts. The class of buildings erected for school purposes is improving each year, and the equipment is in general of a better quality. In many of the older districts new and commodious buildings have been erected, while in others, modern seats and hyloplate black-boards have replaced the old home-made and uncomfortable desks, and plaster and board black-boards.

There has been greater interest manifested and considerable progress made in beautifying the school-grounds by the planting of trees, culture of flowers and vegetables and the building of good fences. This progressive work depends in a great measure on the teacher, and I find that where he or she is energetic and interested in improving the grounds, the trustees will in general do their part.

The first kindergarten established in Alberta in connection with public schools was opened in September in Wetaskiwin. The director teaches this department during the forenoon, and his supervisor of music and drawing during the afternoons. The work has been conducted skilfully and the experiment has fulfilled the expectations of the most optimistic.

The subjects on the curriculum have been taught thoroughly by the teachers of the town, and by some of those in rural schools, and work of a high order has been done. There has been more attention paid to the neatness and the arrangement of the pupils' work in the exercise books, and this supervision has had a beneficial effect on the writing. The majority of trained teachers are giving more attention to the thoroughness of the work covered, rather than the amount, but a few of the less experienced consider that it is necessary to cover the work outlined in the programme of studies in a certain period, and the result is that the pupils reason poorly and are inaccurate in their work.

Owing to the scarcity of teachers a number of provisional certificates have been granted to persons that have no professional standing, and whose knowledge of methods and subject-matter is very limited. A few of these teachers are doing satisfactory work, but the majority of them are a detriment to our schools as they allow the pupils to form very careless habits of thinking and of recording their work. They also lack system in presenting the different subjects and many of them fail to realize the importance of the duties they have undertaken and do not attempt to acquire the information they need so badly.

In many communities children living within a short distance of the school have not been in attendance during any part of the year. This is an injustice, not only to the children but also to the district, and the present Compulsory Attendance Act does not prove an

effective remedy for it. The trustees in many instances feel discouraged when, after having opened the school, they find that the pupils will not attend. The methods of evading the law are so varied that no man in a community feels inclined to arouse the enmity of his neighbour by informing on him, and thus the careless parents are allowed to deprive their offspring of an education.

The teaching of reading as oral expression of thought is receiving attention and good results are being obtained, but a few teachers have neglected this, and the expression, pronunciation and even word-recognition are particularly weak. The thought of the selections, and the meanings of words and phrases are carefully studied.

The composition work is improving in some of the schools, but it is still the subject that is the most unsatisfactory. The majority of teachers neglect oral expression and lay emphasis on the written reproduction of stories and lessons from the Readers. There is no attempt made to follow the pupil's line of interest and very little real teaching of the subject except in the best schools.

The teaching of primary number is in general good, but more attention should be paid to the interpretation of problems and rapid and accurate mental work. The teaching in the lower grades is definite and concrete, but in many ungraded schools the pupils do the work without understanding the principles underlying it. The statement of solutions is generally logical.

There seems to be a great confusion in the teaching of writing. Some teachers are using the vertical, while others are introducing the medial slant. In many schools the pupils are changing from one system to the other, and the results are very unsatisfactory. Where all the written work of the pupils is carefully supervised the writing is good, but where the teacher neglects this part of his work he obtains poor results.

The teaching of history shows a growing interest in this subject on the part of the teacher, and a more careful comparison and relation of events are observed. The teaching of the work prescribed is more definite and thorough, but many of our instructors neglect to discuss current events of interest with the pupils. Therefore many pupils are capable of discussing conditions in England at the time of Alfred, who know nothing of what is happening in the world to-day.

Good work is being done in geography by those teachers who understand the relation and sequence of topics as outlined in the programme. Teachers coming from other parts, who have not received recent training, usually make this study an exercise in memorizing names of places, products, etc. The purpose and the mental training to be secured is lost sight of by these teachers.

Nature study and agriculture is usually poorly taught in country schools, as the teachers fail to grasp the purpose of these subjects. Some practical teachers are doing good work in this subject by arousing an interest in the pupils: in the arrangement of flower plots, the cleaning of the grounds, and the collection of natural specimens for the school-room. This seems to bring much better results than any formal study of the topics outlined by the curriculum.

In closing this report I wish to refer to the short term rural schools. These schools are open for from four to eight months, and at each time they are opened a new teacher is placed in charge. The results in progress in all branches of study and in character building are very unsatisfactory. The teacher is only prepared to do good work when he has to seek another position, and his successor has no knowledge of mental dispositions of his pupils, or of

their standing in the different subjects of study. It is, therefore, impossible for such pupils to have a thorough and carefully graded course of training, and the real purpose of the school is thwarted.

I have the honour to be, Sir,

Your obedient servant,

JOHN ROSS,
Inspector of Schools.

REPORT OF INSPECTOR RUSSELL, CALGARY.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit the following report for the year ending December 31st, 1907.

This inspectorate extends from Stavely on the Calgary-Macleod branch of the C.P.R. to Airdrie on the north, and from Gleichen on the east to British Columbia on the west.

I commenced the work of inspection in May, 1907, succeeding Mr. J. A. Smith, and was able to visit every school in operation once, and forty-eight schools and departments twice. On December 31st there were one hundred and eighty-seven districts (including departments) in this inspectoral division, but a number of these, including several recently formed districts, did not have a school in operation. A large number of new districts were erected during the year, and in the city of Calgary eleven additional public school rooms were opened, making a total of forty-one departments. An extra teacher was appointed to the Calgary High School, which now has four specialists on its staff.

The most striking and gratifying feature observed was the number of excellent school buildings that are being erected both in town and country. The city of Calgary has four schools, the Central, South Ward, Victoria, and Alexandra, that will compare favourably with the school buildings of any city of its size in Canada. A new high school with up-to-date laboratories and every modern equipment is being built at a cost of about \$80,000. The towns of High River and Nanton have creditable buildings, and plans are under consideration for new schools at Stavely, Cochrane and Gleichen. The new rural school houses are of a superior type, sufficiently large, well lighted and easily heated. The difficulty in disposing of school debentures at a reasonable figure is an obstacle to progress in this direction at the present time. The sweeping, dusting and caretaking generally is only fairly well done.

Not much attention has been given to school grounds in rural districts. The majority are fenced and provided with stables, but little has been done in the way of tree planting or otherwise improving the school premises. To this general statement there are some notable exceptions. In several cases where trees have been planted, owing to improper attention or unfavorable climatic conditions, the results have not been encouraging.

The equipment of the schools is fairly adequate as regards seating, blackboard, globe, maps, etc. I have found that teachers do not give sufficient attention to the comfortable seating of their pupils, and it is not uncommon to see children six and seven years of age sitting in No. 2 and 3 seats.

In my opinion the importance and possibilities of the school library are not fully recognized. One of the chief objects of school work is to cultivate in the pupils habits of reading and a taste for the best in literature, and to this end the school library is invaluable. In view of this the amount of money expended by the majority of boards for this purpose seems insignificant. It must be said, however, that most schools have made a start in this direction. Great differences exist among schools as to the use that is made of the library. In one school scarcely any of the books are in the book-case at the time of the inspector's visit; in another not one volume is out. Much depends on the encouragement of the teacher.

The proper care of the books, and the necessity of keeping a strict record of the books taken out, should be emphasized. The use of supplementary readers should also be encouraged.

The teaching in schools that have properly qualified teachers is on the whole satisfactory. The majority of such teachers are diligent, conscientious and capable. The class of work done by many of our "permit" teachers is of an inferior character. In the majority of cases their methods are unsatisfactory; they have no definite aims, and do not follow the programme of studies. On the other hand such teachers holding Ontario Model certificates sometimes make an excellent showing. Teachers of this class should be encouraged to come to the province, as many of them eventually attend our Normal School.

While the results are not altogether satisfactory, I think it would be unwise to discontinue the granting of permits at the present time, as the supply of qualified teachers seems quite inadequate.

On the whole the standing of the pupils in the essential subjects of reading, arithmetic, composition, writing and spelling is fairly satisfactory, although in the latter two subjects there is little real systematic instruction. The teaching of reading is generally good so far as rapid word-recognition is concerned, but there is much room for improvement in the matters of emphasis, articulation and expression. In arithmetic many teachers have difficulty in interpreting the programme of studies with regard to the work in this subject for Standard II. In the Standards above the second there is a general lack of accuracy in mechanical work, particularly in long division. More attention should be given to rapid addition, to commercial problems, and especially to mental arithmetic.

The chief defects in the teaching of geography result from its being taught almost wholly from the text book. The local geographical features, and the every day natural phenomena of the district in which the pupil lives should be used more largely in the introduction of the subject. The use of modelling, of pictures, of blackboard sketches should be more general. On the part of many teachers from the older provinces there is neglect of the geography of Western Canada.

The teaching of British history is not good. Generally it is not given enough time on the time-table, and poor judgment is shown in the selection of materials. The text book is not made secondary to oral work. Lessons of so many pages in the text-book are assigned to be got up by the pupil without any help in the understanding of it. Later on, the teacher tests his knowledge by a few questions. In most schools the subject is uninteresting because of imperfect preparation on the part of the teacher, and in several schools that I visited it was wholly neglected.

The subject of civics, in my opinion, does not hold a sufficiently prominent place in the work of our schools. I would suggest that a more detailed outline of work be prescribed by the Department in this subject.

As a rule not much attention is given to the subjects of drawing, and hygiene and temperance.

As to the general state of the work a more favourable report could be given if the short-term school were much less common. The standing of the pupils in these schools is markedly inferior to that in yearly schools. While it is in some cases advisable to keep a school open only nine months in the year, there would seem to be no justification for cutting the term down to six months. The short-term schools, and the frequent change of teachers are the greatest obstacles to progress among our rural districts.

Another marked feature is the small percentage of pupils that reach Standards higher than the third. This condition will no doubt improve as our schools become older.

On the whole, while it is easy to discover defects and weaknesses under present conditions there seem to me many causes for satisfaction regarding the progress of educational work in this province. I have found that the educational advantages provided in our newer communities are the subject of favourable comment on the part of visitors and settlers from all parts of the world.

I have the honour to be, Sir,

Your obedient servant,

C. H. RUSSELL,

Inspector of Schools.

REPORT OF INSPECTOR THIBAudeau, LACOMBE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,

Minister of Education,

Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the condition of education in the Lacombe inspectorate for the year 1907.

This inspectorate comprised townships forty to forty-four inclusive, together with all the country tributary to Stettler; and contained at the beginning of the year one hundred and forty-six schools and departments, to which thirty-nine new districts were subsequently added.

Conditions remain largely the same as noted in my report for last year. This applies chiefly to the standing and progress of the pupils in their various subjects of study, but also to the school grounds, regularity and punctuality of attendance, keeping of school records and accounts, etc.

In the matter of school equipment and school houses I am pleased to report splendid progress. Many of my new buildings are correctly lighted (left and rear) while still more (a third to a half) are furnished with single desks. In every case where I could personally interview the school board before building and furnishing their school house, the board readily agreed to proper lighting and single desks. I found all trustees quite ready to adopt the latest and best in buildings and equipment when once the reasons for these

were explained to them. In this matter the new districts are deserving of every praise; though far from the railroad, with little land broken, having much to pay out and little coming in to pay it with, these new settlers pay ten to thirteen a quarter section more cheerfully than the residents in old settled districts do six to nine.

I am more than ever convinced that the "short-term" school is the worst feature of our educational system. During 1907 not half of my districts kept or tried to keep a yearly school. Many interpret six months' school to mean one hundred and five teaching days; and though they complain of the scarcity of teachers, yet when they do secure one no effort is made to make up for the years when they could not get a teacher, but the school is still closed at the end of the one hundred and five days, the teacher being dismissed in the middle of the term. One school was kept open sixty-one days in 1906, and eighty days in 1907, closing school in November of each year, though the teacher wished to stay.

The stock argument with many of those opposed to yearly schools is that children get tired if they attend the whole year. But few children attend all year, nor do they attend the whole period in a short-term school. Returns covering forty years' attendance, gathered from a variety of schools, proved that the average child attends no larger fraction of the time school is kept open in short-term than in the yearly school. The frequent change of teachers alone would mean that these children get less than half the education that yearly schools give. But there are other evils. One is that the short-term schools get generally the driftwood of the profession. Lack of inspection is another. For example: In five visits to each, made in my regular rounds, two of my six months' schools have been found in operation, and hence inspected, only once each. These short-term schools (five to eight months, generally) are not found open, on the average, once a year. How can an inspector fix the responsibility for lack of progress in such schools? When he points out the poor classification, the teacher invariably starts to tell how little the pupils knew when he came. Then after the visit is over there is only the teacher's conscience left as an incentive to work for the balance of the engagement, the teacher knowing he will be gone before the next inspection. Wholesale promotions based on reading only, perhaps the faculty of being good entertainers put such teachers on good terms with the parents. An estimate made of nearly any district will show that about one-quarter higher taxes would meet the additional expenses of running a yearly school; thus giving the children more than twice the education for one-quarter more expense. How can any citizen better expend his money?

I regret that several districts, though the people complain they cannot afford a yearly school, support by voluntary contribution, for some months each winter, a parochial or foreign school. I have no objections to children knowing two or more languages; but the above practice together with the home influence and customs generally mean these children know so little English that their sympathy with and knowledge of our institutions and aims, as part of a great nation, are practically *nil*. Still from two years' work in the field I know that this evil is decreasing.

Owing partly to a scarcity of teachers, but chiefly to an effort to get them at the wrong time of the year there is a cry for permits. And this frequently, I much regret to say, where organization work is to be done, and many new pupils started in reading. The opinion

of both the prospective teacher and the trustees is that almost anyone can teach such a school, as there are no advanced pupils. Whereas a person with any judgment or experience in the matter knows it is in teaching primary reading that skill and professional training are most needed. The inexperienced, untrained teachers generally have the same idea of methods as a bachelor who answered when questioned on the point: "I would teach the way I was taught." Which is almost without exception by the old alphabetic method. In most such cases charity to the teacher seems to be the first consideration, the pupils' interests coming second.

Two years' experience in the work has convinced me that in the rural districts we get better average service from the women than the men. Not but that we have many male teachers doing good work, but the salary is such that the young man who is content with it generally lacks in one or all of the three G's: Go, Grit and Gumption.

A convention of the inspectorate was held in Lacombe, October 3 and 4, at which about sixty-five teachers were present. Papers on nature study, drawing, grammar, history, music, and time tables were read and very helpful discussion followed, in which the teachers joined quite freely.

While it is obvious even to the casual observer that a new country such as this must from the very nature of things have many problems needing time, patience and labour to solve, yet one sees on all sides reassuring signs, better buildings as to location, material, size, lighting and ventilation; better equipment; better attendance; longer terms of school; better appreciation of the teacher's work and position; a finer discrimination in the community between a good and a poor teacher; and lastly, the most hopeful sign of all, one meets all over the country such a universal expression in favour of rural school consolidation, that an unbiased look into the future is very cheerful indeed.

I have the honour to be, Sir,

Your obedient servant,

P. H. THIBAudeau,
Inspector of Schools.

REPORT OF INSPECTOR LOUCKS, VERMILION.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
Edmonton, Alta.

SIR,—I beg leave to submit for your consideration the following report of the Vermilion inspectorate for the year 1907.

This inspectorate, in the year 1906, was included in the Edmonton and Strathcona divisions, but as new districts are being formed here more rapidly than in any other part of the province, and as it was found impossible for the inspectors to do all the work, a subdivision was made and another inspector was appointed.

There are one hundred and eleven rural schools, and three graded town schools in this division. Of these, only sixty-five were in operation in 1907. All of the schools that had teachers for both spring and fall terms were visited twice and a few of them three times.

The fact that such a small proportion of the districts had schools in operation is accounted for in two ways:

First, A large number of them have been very recently formed. Second, Seventeen of them are in Ruthenian settlements, where the difficulties of erecting and equipping schools and securing teachers are great indeed.

The work done in the schools in these Ruthenian districts is very encouraging and should be a source of considerable gratification to the Department of Education. There were nine schools in operation in this inspectorate this year where none but Galician, Bukowinan or Ruthenian children attended, and six more that had a large percentage of these foreign children. In all of them the pupils were attentive and interested and were making rapid progress in their studies. This was particularly noticeable in their number work, which they seem to grasp more readily than the average Canadian or American child. Another feature of the work which makes it very pleasant for the teacher is the ease in maintaining the discipline of the school. These children apparently never think of disobeying anything the teacher tells them. They seldom play in school or out, and in fact the teachers who are interested in their development teach them games and how to play them, during play-hours.

School Grounds.—The area of the school grounds is never below one acre, the minimum fixed by the department, and in quite a number of cases two or three acres are provided. About fifty per cent. of the grounds are fenced, smooth wire being used in the majority of cases. If we except four or five instances, no attempt has been made to beautify the grounds, and it is also the exception to see them cleaned from grass, brush and scrub.

It must be pointed out, that in these new districts the trustees have been too busy in building and equipping the school and in procuring a teacher to have any time to spend in improving the grounds.

Buildings.—The class of buildings that has been and is being erected is most creditable and speaks much for the interest of the new settlers in education. There is one brick-veneered school-house in Vegreville, two old log buildings in two of the oldest districts and all of the others are wood. These frame buildings are roomy, airy, and usually well built with stone foundations in many cases. In only a few schools has there been any attempt to provide for the artificial ventilation of the school-rooms, but the attendance is so small in comparison with the size of the rooms that as yet this is not a serious defect.

Equipment.—The majority of the schools are furnished with the minimum equipment, but I found a few in which the old home-made seats and desks were used, one where only three benches along the wall were provided, and one where the pupils sat on chairs and had their books and slates piled on the floor beside them. Hylo-plate blackboard is in general use and is giving good satisfaction. Few of the trustees care to provide sets of weights and measures and drawing models, and when asked to buy these articles they usually state that they cannot see any use in paying out money for such things. Only a few of the schools are provided with school libraries as few of the districts have yet obtained any inspection grant.

Teachers.—The teachers as a whole are doing good, efficient work. The supply has not been equal to the demand and this has made it necessary to engage quite a number of teachers with permits.

While these teachers show lack of experience and knowledge of modern methods in teaching, they are invariably so anxious to do well, and are so much interested in the work that they are having fair success. The teachers from the Eastern Provinces find it difficult to adapt themselves to the Course of Studies, and a few of them do not try, as they are persuaded that their way is the best. Two or three others who have received Normal training in the West have forgotten all they were taught and have lapsed into methods of teaching that were in vogue fifteen or twenty years ago. The problem, however, that most of the school boards have to solve is, not how to get a good teacher, but how to get a teacher at all.

Subjects of study.—Reading with regard to the recognition and correct pronunciation of words is well taught, and the “phonic method” is employed by most teachers. Proper expression and the definite meanings of the words and passages, on the other hand, are almost entirely neglected. More stress should be laid upon these phases of the subject in our Normal School and in our teachers’ conventions and institutes.

The work of the teachers in primary arithmetic is as a rule not well done. Few of them have taken the trouble to make themselves familiar with the prescribed course and find it easier and more to their taste to give long columns in addition which the pupils invariably count up till they get the required total. The work in Standards III, IV and V is much better, owing no doubt to the fact that the authorized text book is fairly well adapted to the use of pupils in these standards.

Composition is receiving its due share of attention, and the work of the pupils is fairly creditable. The great fault in the teaching of this subject is that sufficient care is not taken in the correction of errors. Most teachers seem to think that reading over an exercise and marking the errors will insure the doing of the task correctly the next time.

Formal grammar is not taught to any extent as there are few schools where the pupils are in standards high enough to require it. Language exercises take its place with junior classes, and some really good work is being done, but few of the teachers have their exercises well enough systematized and graded to make the progress that they might.

As history and geography are taught mainly to pupils in the higher standards they do not receive very much attention in the majority of schools in this division. Some really good work, however, is being done in local geography, and in teaching the main story of Canadian history.

Nature study is not taught in many schools. Where it is taught at all it is by a teacher who is interested in the work and consequently the teaching is good and the subject-matter practical and helpful.

Music and drawing, like the former subject, are mainly dependent upon the taste and ability of the teacher. In some of the schools the children sing very nicely and take part in this exercise with a zest that plainly shows the love of all for true music.

In conclusion I would like to add that the signs of the times are hopeful. New districts are being rapidly formed in all English-speaking localities, and the Ruthenian people are asking, “How may we get schools to teach our children to talk English?” Trustees are asking for aid and advice in building new schools and in better equipping old ones. Teachers are showing an increased interest both in non-professional and in professional studies, and parents

and children everywhere are becoming more alive to the advantages of a good education to fit the latter to take their part in the development of our young progressive nation.

I have the honour to be, Sir,

Your obedient servant,

JAMES E. LOUCKS,

Inspector of Schools.

REPORT OF INSPECTOR BROWN, MEDICINE HAT.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit the following report for the year ending December 31st, 1907.

During the year all of the school districts in my inspectorate were visited and the schools in operation inspected at least once; but in most cases two inspections were made.

So far as I know, few, if any, schools remained closed on account of the inability of school boards to secure teachers. Many inquiries regarding vacancies have been received from eastern teachers but few were able to secure positions.

One cannot fail to be impressed by the fact that a great deal of interest is taken in the erection of new school districts as soon as the number of children of school age warrants such action being taken. The school house is built, equipped, and there the matter, in some instances, ends. The minority have children to send to school, but the majority are unwilling to pay a teacher to keep the school open.

The attendance in many rural schools is very irregular and would appear in the majority of instances to be without just cause. Some trustees considered the advisability of using compulsion, but thought that as the law stands at present little good could be effected, but much unfriendly feeling likely to be aroused.

A considerable number of school grounds have been enlarged and fenced during the year. A step forward has been taken and we find not only flower beds, but vegetable gardens in some cases. Further advance may be made by experimenting with plots of grain and noting the effects of scientific soil culture. Many trees have been planted with every indication of successful results. In some cases, however, the old plan of making flower pot holes in the sod and trimming down the roots to fit, has been followed and with the usual result. I might say in passing that Arbor Day is from two to three weeks too late for tree planting in Southern Alberta.

While much has been done in the matter of cleanliness with respect to the school house and outbuildings there is still room for considerable improvement. Many trustees fail to realize the injury that may be done to the pupils and teachers by failing to maintain proper sanitary conditions. It would appear that the appointment of a health officer to make frequent inspections in every school district and to take necessary action, will be, in the near future, an absolute necessity.

With regard to equipment there is little cause for complaint, most schools being well supplied with maps, globes and working

materials. School libraries are well started, but some are still deficient in books of reference and supplementary reading matter.

The subjects on the programme of studies are on the whole well taught. Accuracy and rapidity of calculation in arithmetic still need increased attention. The study of nature has in some instances not received that prominence the importance of the subject demands, owing mainly to the failure of the teachers to realize the elasticity of the prescribed limit in this subject.

The results of the teaching of agriculture are not very gratifying, owing mainly to the unsuitability of the text book now in use. In it a multitude of topics are dealt with in an abstract way little interesting to boys, while the subject of soil culture, upon which the success or failure of farming operations mainly depends, is but lightly touched on, and that in a manner not in line with necessary courses of procedure throughout most of Alberta.

A kindergarten department has been opened at Lethbridge and the results are very gratifying. Medicine Hat and other school boards are contemplating the establishment of manual training and domestic science courses.

Along the line of higher education excellent work is being done in many of the schools in those subjects required for teachers' diplomas. In the past, little attention has been given to the study of languages, but with the establishment of the University of Alberta a change in this respect will quickly take place. Further, it is contended by many business men that a more extended course of instruction in commercial branches should be provided for in our high school course of study as soon as possible to enable students to enter and remain in the high school without taking many of the subjects required for those who contemplate a professional career.

Two conventions were held during the year, one at Medicine Hat in the spring and the other at Lethbridge in the fall. The latter was attended by eighty-five teachers. Many practical papers were read and intelligently discussed.

Excellent work is being done by the great majority of the teachers and very few failures are noted. The reasons seem to be mainly two: Many of the best Eastern teachers, dissatisfied with the way their services were remunerated, came West; and the other is: That on account of the good work done in the Provincial Normal School, most of their graduates take hold of schools like veterans in the service.

I have the honour to be, Sir,
Your obedient servant,
J. W. BROWN,
Inspector of Schools.

REPORT OF INSPECTOR BOYCE, RED DEER.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report for the year ending December 31st, 1907.

The past year has been one of progress in this inspectorate. There has been the usual increase in the number of new districts

though a decrease,—compared with former years,—in the number of new schools built. Probably the difficulty in borrowing money and the high rates of interest have been largely responsible for the falling off in the number of new buildings. However, the new schools which have been erected in the rural parts are of good type and reflect credit upon their districts.

During the year five, large, graded schools were completed and opened with appropriate ceremonies in Bowden, Red Deer and Didsbury. Moreover, a new eight-roomed school in Innisfail is rapidly nearing completion. These are all magnificent buildings, well planned for convenience, lighting, heating and ventilation. The class-rooms and corridors are large, roomy, bright and cheerful and the interior finish is in harmony with the general plan. On the whole, from the viewpoint of architecture, plan and finish, these new buildings are fine types of good, modern, graded schools.

With rare exceptions there is, throughout the whole inspectorate, a creditable interest manifested in educational affairs. As a rule as soon as the district can afford a small additional expenditure the trustees of their own accord, or through the influence of the teacher, begin to improve the condition of the school premises by clearing the grounds, fencing, planting trees, erecting a stable or painting the school house. Some districts have great success with school gardens, raising both flowers and vegetables in abundance. Many teachers display much interest and good taste in decorating their schools with pictures finished in *passe partout*, black-board drawings and other devices for rendering the school-room brighter and more attractive. Trustees are also generally ready to add to the equipment if the district can afford the expense.

It is a matter of deep regret, however, that this general interest in the schools has from time to time been misdirected or brought to naught by smooth-tongued agents, palming off on unsuspecting trustees inferior and comparatively useless supplies at exorbitant prices. It seems as though there is a tendency toward making a "dumping ground" of Alberta by "working off" on our trustees old out-of-date school goods. There is no doubt that a large number of ratepayers of the province would like to see the department protect our educational interests by taking active legal measures against agents or firms who sell school goods to trustees under fraudulent representation.

In the early part of the season and even throughout the summer a number of districts found it impossible to secure the services of a qualified teacher. As a consequence, after inconvenience and delay, the only alternative seemed to be to petition the department to grant some party a provisional certificate. While some teachers granted permits, especially those who have had some training, do satisfactory work, the average teaching by permit teachers is not satisfactory and in some instances it is exceedingly poor. In view of the probability of a continual shortage of teachers it would seem advisable to give Normal training to third class teachers until such time as the supply of teachers equals the demand. The objection, and it is a strong one, will be raised that such a course will lower the educational qualification of the profession. On the other hand there are not qualified teachers sufficient in number for the schools and it would seem better to have more low grade teachers with some training than so many permit teachers, some of whom have low educational qualifications and no training.

In many parts of the country there seems to be some discontent on the part of those ratepayers who live on the skirts of a district.

They claim the distances are so great they cannot send their children to school regularly and there is frequent inquiry as to how they shall proceed to get a school nearer their homes. Evidently the question of distance—and accompanying it, punctuality and regularity of attendance—is one of the most serious problems in connection with our rural schools. If conditions remain as they are it is manifest that the children a long distance from the school have not an equal chance of receiving an education with those more fortunately situated, nearer the school. If the districts are cut up and made smaller the taxes, which are already quite high enough, of necessity will be increased; or the alternative adopted, which is worse, the school term must be shortened. The easiest solution of the problem seems to be a grant from the government for transportation of the children within the district.

Reading and Literature.—Generally the oral reading is far better in the lower than in the higher standards. Too frequently in the higher grades teachers are content to take up the literature of the selections in the readers without giving much or even any attention to the oral reading. As a general criticism, I think, a closer study of the literature in the lower and intermediate grades and more actual teaching of oral reading in the higher grades will materially improve the standing in both these subjects.

Writing.—A general impression is prevalent that the vertical system will be dispensed with in a short time and as a consequence this subject is not receiving the attention it should. While there is a praiseworthy tendency toward neatness of work in some schools it cannot be said that the handwriting of the pupils of the inspectorate is anything to boast about. I am of the opinion that if copy books were discarded and a series of graded, muscular movement exercise adopted that the handwriting in our schools would soon improve. Let legibility and accompanying it neatness, regular formation of the letters, spacing, parallelism of strokes and lines, lightness of touch, and rapidity be the test for good writing rather than any particular system or slant.

Spelling and Dictation.—The results in spelling are rather good in the lower but poor in the higher standards. By way of test a list of thirty ordinary words was given Standards IV, V, VI and VII in the towns of Carstairs, Didsbury, Olds, Innisfail, Penhold and Red Deer. In all there were one hundred and twenty pupils examined, over half of whom were classified in Standard V or higher. The total number of misspelled words was one thousand two hundred and sixty-four, an average of over 12.6 per pupil. Only one pupil spelled all the words correctly and one misspelled every word. There were four pupils with one mistake each, one with two mistakes, four with three, five with four, forty-two with from five to nine, forty-three with from ten to fifteen and twenty with over fifteen mistakes. Whatever may be said of the list of words the results are appalling. The list follows: accommodate, appearance, angel, altogether, ankle, basin, occurrence, campaign, besiege, cruel, advantageous, government, Britain, alcohol, pursuit, calamity, Arctic, chasm, banana, vengeance, crescent, cylinder, believe, existence, custom, indelible, exaggerate, birch, chimney, separate.

Language, Composition and Grammar.—These subjects of study are receiving a better pedagogical treatment than formerly. The reproduction of interesting stories told or read by the teacher, language lessons, picture study and the narration of personal experiences take the place of the reproduction of the reading lessons or compositions



PUBLIC SCHOOL, RED DEER.

on uninteresting subjects. There is general improvement in the matter presented to the class and the method of teaching this branch of English.

Geography.—On the whole it is fairly well taught, though there are a few instances in which the memorization of definitions seems to be the sole aim in teaching the subject. There is a general tendency to treat the subject so as to call into operation the observation and reasoning powers as well as the memory. Home geography has not been receiving sufficient attention. I shall look for improvement in this particular in the coming year.

History.—In the yearly rural schools and the town schools, especially if there are pupils preparing for departmental examinations, history is, as a rule, fairly well taken up, but if there is pressure of work or other unfavourable conditions this subject is generally the first to be slighted.

Arithmetic.—Satisfactory work is being done in the primary grades and fairly good results in the solution of problems are being obtained in the intermediate and higher grades. Much more drill in purely mechanical work through all the grades with the view to securing, first, accuracy, then rapidity in the use of figures, would be productive of much good.

If the teacher can sing, rote singing is taken in the school, but with one or two exceptions no attempt is made at giving systematic instruction in music. Only a few schools attempt any definite course in physiology, hygiene, nature study and drawing. Pupils having departmental examinations in view must of necessity give some attention to these subjects, but as a rule the teaching of them is more or less incidental and spasmodic.

With the frequent change of teachers the change of inspectorial boundaries and the erection of many new districts, I find it an exceedingly difficult matter to keep in touch even in a general way with all the schools. At the same time I often wonder that the standing of the schools is as high as it is and I am persuaded that the progress made under so many unfavourable conditions is largely due to the interest displayed by many parents and pupils, and the painstaking, conscientious efforts of the teachers.

I have the honour to be, Sir,

Your obedient servant,

J. F. BOYCE,

Inspector of Schools.

III.

REPORT OF SUPERVISOR OF SCHOOLS FOR FOREIGNERS.

SUPERVISOR FLETCHER'S REPORT.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
Edmonton, Alta.

SIR,—I beg to submit herewith my annual report for the year 1907.

Although I have visited a number of foreign settlements in the province, the chief field of my labours has been in the large Ruthenian colony east and north-east of Fort Saskatchewan. It is the largest Ruthenian colony in Canada and its population is estimated to be about fifteen thousand.

The progress of the work among these people was extremely slow at first, the chief reasons for this being: (1) a misunderstanding on the part of the people of the aims of the department, (2) their aversion to anything new. But when the work was once started and they were led by sight and not by reason or faith to realize the just and economical intentions of the department, their distrust gradually vanished and they adopted with astonishing rapidity progressive methods of administering the affairs of the different school districts.

During the first three months of my work very little progress was made in organizing school districts, but as misapprehensions were cleared away and a better understanding developed between the people and the department, opposition to this work ceased. In the forty-eight school districts already organized only one dissenting vote was cast, and those Ruthenians living in unorganized parts of the colony are desirous of being included in some school district at once.

Twelve of these districts chose to have me appointed official trustee to perform as such the duties of a board of trustees and its officers. The remaining districts elected boards of trustees in the ordinary way. A number of these latter districts appointed English-speaking secretaries who have proved helpful to their respective school boards in administering the affairs of the different districts. Where Ruthenian secretaries were appointed, I find they are doing creditable work. In my supervision of the work of these respective districts, I find that whereas I was looked upon as an intruder at first, it is now uncommon thing for a Ruthenian secretary to ask me to look over his books or for a Ruthenian board of trustees to ask me to settle some dispute in the district or render them some other assistance.

The Ruthenian people looked with distrust upon the issuing of debentures for the purpose of erecting school houses at first, and were in favour of building log schools by *gratis* work, but when they saw the frame school at Wostok and learned its price, they were quick to perceive the advantages of the frame structure. In some districts the people changed their minds even after the logs were laid on the ground, and built frame buildings. To defray the

expenses of building these schools, debentures were issued amounting to from five hundred to twelve hundred dollars and averaging about nine hundred dollars in each district. The twenty-seven schools already erected are, with one exception, commodious, well-lighted frame buildings which are a credit to the Ruthenian people. One district has built a room for the teacher in connection with the school and, I believe, this good example will be followed by other districts shortly.

Perhaps the most serious obstacle in the way of getting these schools in operation has been the securing and establishing of qualified teachers. The Ruthenians, as was quite natural, were desirous of engaging the services of teachers who knew their language, but as none of these held qualifying certificates, they were debarred from teaching. They were loath to engage qualified teachers, all of whom were English-speaking, but as all classes of them take a commendable pride in maintaining a good name for the Ruthenian people, they ultimately conformed to the requirements of The School Ordinance and became willing to accept qualified teachers. But the qualified teachers, not knowing the Ruthenians, did not care to teach among them. However, twenty-two of the districts managed to secure the services of qualified teachers for at least a short term, and as these teachers testify to the kindness of the Ruthenian people, and the aptitude of the children to acquire knowledge, I believe the same difficulty will not be experienced again in securing the services of qualified teachers.

The progress made during this year in the establishment of schools in this colony reflects credit on the good citizenship of the Ruthenian people.

I have the honour to be, Sir,

Your obedient servant,

ROBERT FLETCHER,
Supervisor of Foreign Schools.

IV.

REPORT FROM INSTITUTION FOR DEAF, DUMB AND BLIND.

PRINCIPAL McDERMID'S REPORT.

Winnipeg, May 8th, 1908.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
Edmonton, Alberta.

SIR,—At your request I have the honour to submit for your consideration a report upon the progress and condition of the Manitoba Institution for the Deaf and Dumb for the year ending December 31st, 1907. I am sure that a general report including the whole working of the institution will be of more value to you and to those interested in the work of education of the deaf than to give a report simply upon the children who are in attendance at this school from

Alberta. I will, therefore, give you tables showing the number of pupils present from Manitoba, and the Provinces of Alberta, British Columbia and Saskatchewan.

The tables are as follows:

Pupils admitted during the year.

	Male	Female	Total
From Manitoba	30	16	46
" British Columbia. . .	5	5	10
" Alberta.	6	3	9
" Saskatchewan.	14	17	31
" Yukon Territory. . .	..	1	1
Total	55	42	97

Pupils in residence December 31st, 1907.

	Male	Female	Total
From Manitoba	25	13	38
" British Columbia. . .	3	3	6
" Alberta.	4	3	7
" Saskatchewan	14	17	31
Total.	46	36	82

New Pupils received during the year.

	Male	Female	Total
From Manitoba	3	3	6
" Alberta	2	..	2
" Saskatchewan	3	5	8
Total	8	8	16

In addition to the foregoing tables I am including a list of the pupils of Alberta, showing the residence, age at admission, cause of deafness, etc., which is as follows:

NO.	NAME	RESIDENCE	AGE	When Admitted	Cause of Deafness
1	Benedict, Clinton .	Mayton.	11	Nov. 11, 1906	Congenital
2	Benedict, Edwin .	Mayton	7	Sept. 11, 1907	"
3	Cartwright, George .	Calgary.	8	Oct. 29, 1906	Spinal Meningitis
4	Gainer, Percy. . . .	Strathcona.	8	April 1, 1898	Measles
5	Orr, Ellen	Stavely	16	Sept. 9, 1905	Unknown
6	Palfrey, William. .	Calgary.	6	Nov. 6, 1907	Congenital
7	Porter, Annie. . . .	Dewberry.	9	Oct. 3, 1906	"
8	Rosenroll, Richelda.	Wetaskiwin	7	Sept. 16, 1906	Fever
9	Skinner, Duncan. .	Bowden.	11	Sept. 22, 1899	Spinal disease

It may be of interest also to include a table showing the causes of deafness of the whole population of our school. This is as follows:

Congenital.	42
Scarlet fever.	9
Spinal disease	7
Measles	6
Sore or gathering ears.	3
Brain fever	3
Fall	2

Typhoid fever.....	2
Other fevers.....	3
Throat trouble.....	1
Cold.....	1
Bronchitis.....	2
Shock.....	1
Mumps.....	1
Accident.....	1
Influenza.....	1
Unknown causes.....	9
Partially, or not deaf.....	3
Total.....	97

Health.

Generally speaking, the health of our school during the past year has been away above the average, comparing it especially with the last five or six years. In my last report I referred to the outbreak of measles and typhoid fever, but with the end of the year we were practically free from illness and began the new year (1907) with a clean slate, with one exception. Susie Ellis, a pupil from the Yukon, was sent to the General Hospital on December 5th, 1906, with what appeared to be a mild attack of typhoid fever, and at the time of writing my report for last year, there was every reason to believe that she was making a good recovery. However, in January she developed tubercular trouble and, owing to her weakened condition from the typhoid, she had very little chance of overcoming this dread disease; and then, too, being a full-blooded Indian, and like a majority of her race, seemed predisposed to tuberculosis, she did not give any evidence of resistance during the rapid development of the disease. Within two months of the time she was sent to the hospital the poor child was in her grave. She died on February 26th. This child has been with us for the past two and a half years and was of a bright and happy disposition, a general favourite with everyone connected with our school, and without exception she was made to feel in every possible way that she was loved and appreciated. I do not think that she ever had occasion to feel by any treatment on the part of her playmates or others that she was different in colour from other children, and her death was mourned by her playmates, her teachers, and the officers of the school in a way that gave evidence of the high regard for her lovable and beautiful character.

The School.

The school work has progressed in a more satisfactory way than for the past few years owing to the fact that we had little interruption from sickness either among the pupils or teachers and officers. It is a great pleasure to say that the pupils from Alberta are making very satisfactory progress, and I have no hesitation in recommending all of them to continue in attendance at our school. As time goes on, I feel quite certain that I will be able to report some of the pupils from Alberta as taking a high standing in our school.

No change in methods has taken place during the year. The method that is adopted in this institution is similar to that of the majority of schools in United States and Canada. It is a system that makes a specialty of every case and gives an opportunity to all our pupils of selecting the best method adapted to each peculiar

case. In some institutions the oral method is wholly taught and all signs and manual methods excluded; while in all institutions where the manual or sign method is used, a department of oral work exists so that those having the ability to speak are placed in that department, thus giving the child the opportunity to be taught speech if he has the ability, while on the other hand if his progress will be greater he is then taught by the manual or sign method. Our institution is working along these latter lines, and I have no hesitation in saying that we are able by this system to do the greatest good to the greatest number.

A convention of those interested in the education of the deaf, composed largely of principals and teachers, will meet in Ogden, Utah, this coming summer for the purpose of study and investigation of the methods now in vogue in all parts of the world. I hope to be able to be present at this convention, as there is much to be gained from coming in contact with those who are engaged in this interesting and peculiar work.

The following information taken from our school circular may not be inappropriate in connection with this report:

The School.

The School for the Deaf, which was originally a private school, was taken over by the Provincial Government in 1889. A well-equipped building was erected during that year, and occupied in the fall of 1890 with an attendance of 20 pupils. The population of the school has gradually increased, and in 1908 the actual attendance reached 83. The first building erected was only capable of accommodating about 40 pupils, and the government in 1900 erected a handsome addition to meet the growing demands of the work. We have now a modern school with all conveniences and improvements necessary to carry on the work on lines equal to the best schools for the deaf.

Course of Study.

Substantially, this comprises a common school course, but is varied to meet the wants of deaf children. It commences with simple object lessons, the use of the manual alphabet, and writing from actions, pictures and natural signs.

Articulation and lip-reading are taught wherever pupils show the requisite ability for permanent improvement. All have the opportunity to make a fair trial of this method.

The one great absorbing object of interest to which all studies and text books for the deaf and dumb should contribute, is easy freedom and accuracy in writing the English language, especially the idioms and style suited to common conversation. To aid in the acquisition of this, the school publishes a paper, *The Silent Echo*, and has a well-selected library of juvenile books for the pupils to use as soon as they are able to read. Every friend of the school should take a copy of this paper and learn what the school is doing.

Domestic and Industrial Departments.

Study and work succeed each other in a manner to promote health, give variety and develop habits of thought and industry.

Domestic and industrial exercises are secondary in importance, but nevertheless are essential in every deaf child's education.

These two departments are so arranged and conducted as to give each girl who graduates a fair knowledge of domestic duties, plain sewing, dressmaking and some fancy work; and a limited number of boys are taught printing, photo-engraving and carpentry. It is hoped that other trades will be introduced in time and that every boy will be given an opportunity to become fairly proficient in some handicraft.

Trades are taught simply for the benefit of the pupils after graduation. They are a source of expense rather than income to the school, but the practical advantages to the graduates are very great.

None are excused from the domestic and industrial duties, and when properly understood none will desire to be.

A Word to the Parent.

The privileges granted by your Government to the deaf of Alberta are fair, just and deserved, but at the same time I do not think that parents and guardians fully recognize in all cases their duty to the Government that grant the great boon of free education to their unfortunate children. I refer to the carelessness of those who neglect to arrange for the prompt admission of their children at the opening of the term, and their desire to remove them before the close of school without good and sufficient reasons. I hope, therefore, you will consider the wisdom of sending a circular letter to parents and guardians, pointing out the importance of promptly forwarding their children at the opening of the school and to allow only matters of the utmost importance to cause their withdrawal before the close of the term.

In conclusion, I wish to thank you and the Deputy Minister of Education for the prompt and courteous manner in which all matters concerning the admission and care of deaf children from your province are treated.

I have the honour to be, Sir,

Your obedient servant,

D. W. McDERMID,

Principal.

SCHOOL FOR THE BLIND.

Three pupils from Alberta are in attendance at the Ontario Institution for the Blind, Brantford, where the course of study includes arithmetic, grammar, geography, physiology, tactile reading, pencil and point writing, Latin, English and Canadian history, object lessons, English literature and composition, Bible geography and history, piano, organ and vocal music, piano-tuning, willow-work, cane chair seating, hammock netting, sewing, crochet-work, knitting and bead-work. The objects of the institution are to give to sightless youth of both sexes a good general education and to prepare them to earn, in whole or in part, according to ability, an independent livelihood. With a well-equipped gymnasium, running tracks, swings, playgrounds and other facilities for abundant exercise in pure air, the pupils at this institution, to which the blind youth of Alberta are admitted under special arrangements made between the governments of the two provinces, generally improve in health as well as in knowledge, and parents are enthusiastic and unanimous in their commendation of the management.

PART III.
APPENDICES

APPENDIX A.

REGULATIONS OF THE DEPARTMENT OF EDUCATION.

APPROVED, SEPTEMBER, 1906.

1. These regulations shall apply to all schools under the control and management of the Department of Education.

SCHOOL GROUNDS.

2. In rural districts the site selected for the school house shall be at the centre of the district. If for any reason the central site is unsuitable the written sanction of the Minister of Education shall be secured before any other site is obtained. The site selected should as far as possible meet the following conditions: (a) It should be easily accessible to all the children of the district; (b) it should be in a dry, elevated position admitting of easy drainage; (c) it should be removed from stagnant water and noisy surroundings.

Subject to the provisions of The School Ordinance in that behalf the board of any town or village school district may select such site or sites as in its judgment may seem desirable.

3. The school grounds in rural districts shall comprise an area of at least one acre while in town and village districts the area should be at least one half of an acre. In shape the ground should be about twice as long as it is broad. It should be levelled and kept clear of all underbrush, weeds, rubbish, etc. The grounds should be surrounded by a suitable fence (not barbed wire) which should be kept in good repair. The fuel supply should be kept in a wood shed or suitable box, or it may be neatly piled near the school house.

4. Separate privies, under different roofs, shall be provided for the boys and girls. They should be separated by a close board fence at least six feet high, and their entrances should be effectually screened from observation. The outhouses shall be kept in a cleanly condition and in good repair.

5. If there is any likelihood of getting good water at a reasonable cost a well should be sunk on the premises. For sanitary reasons the well should be bored if practicable, and shall be so situated and protected as to be free from surface drainage and other impurities. In case an abundant supply of water is obtained the well should be pumped or baled out several times during the year. In all districts where water cannot be obtained by sinking a well the board shall provide a sufficient supply of wholesome drinking water for use during school hours.

SCHOOL HOUSE.

6. Every school room shall be built of such dimensions as to allow at least fifteen feet of floor space and 200 cubic feet of air space for each pupil in average attendance. The width of the room should be from two-thirds to five-sixths of the length and the ceiling should be at least 11 feet high.

7. A roomy porch or inner cloak room should be provided for the children's hats and wraps. The hooks used should be strong and firmly fixed to the walls. Shelves for dinner baskets and stands for a wash basin and a water pail should also be provided.

8. The windows should be placed at the left and, if necessary, behind the pupils. Those at the back should be near the left corner. Windows should never be placed facing the pupils. The total area of window glass should equal at least one-fifth of the floor space. The window sills should be from three and a half to four feet high and the top of the windows should extend to within six inches of the ceiling. Storm sashes should be provided when the school is to be kept open during the winter months. Light-colored curtains should be placed on all windows exposed to the direct rays of the sun.

9. Due provision should be made for comfortably heating the school room and for providing a sufficient supply of fresh air. Every school room shall be furnished with a thermometer. During cold weather a uniform temperature of about 66 degrees should be maintained. At least two of the windows—preferably those farthest apart—shall be constructed so that they may be opened from the top and bottom. In school houses not having an efficient method of ventilation the air in the school room should be thoroughly changed at each recess by opening the windows and doors.

10. Every school shall be furnished with a suitable desk and chair for the teacher, a set of shelves and a cupboard for books and apparatus. For the accommodation of the pupils a sufficient number of either double or single desks—single desks being preferred—shall be provided. The desks shall be firmly fastened to the floor in rows with passages at least three feet wide between the outside rows and the walls of the school room.

If "home-made" desks are to be furnished care should be exercised in their construction. The top or lid should have a slightly sloping surface (15 degrees) and the back of the seat should be constructed at a slight angle.

The following table will be found helpful in selecting and arranging desks:

SINGLE SEATS AND DESKS.

	Size	Height of seat	Height of top	Width of top	Length	Floor space	Age Accommodated
Normal.....	1	17in.	29in.	16in.	24in.	28in.	Adults
High School.....	2	16in.	27½in.	16in.	24in.	27in.	16 to 20
Grammar.....	3	15in.	25½in.	14in.	21in.	26in.	12 to 18
1st Intermediate..	4	14in.	24in.	14in.	21in.	24in.	10 to 15
2nd Intermediate..	5	13in.	22½in.	12in.	19in.	22in.	8 to 12
Primary.....	6	12in.	20½in.	12in.	19in.	21in.	5 to 8

DOUBLE SEATS AND DESKS.

	Size	Height of seat	Height of top	Width of top	Length.	Floor space	Age Accommodated
Normal.....	1	17in.	29in.	16in.	40in.	28in.	Adults
High School.....	2	16in.	27½in.	16in.	40in.	27in.	16 to 20
Grammar.....	3	15in.	25¾in.	14in.	38in.	26in.	12 to 18
1st Intermediate..	4	14in.	24in.	14in.	38in.	24in.	10 to 15
2nd Intermediate..	5	13in.	22½in.	12in.	36in.	22in.	8 to 12
Primary.....	6	12in.	20¾in.	12in.	36in.	21in.	5 to 8

11. Every room shall be provided with at least sixty square feet of blackboard space. The blackboard should be at least four feet wide and not more than two and a half feet from the floor, and should extend across the room behind the teacher's desk. Additional blackboard space should be provided on the side of the room that has no windows. At the lower edge of each blackboard there should be a concave shelf or trough three inches wide for holding chalk and brushes.

Blackboards may be of slate, hyloplate, cloth, plaster or wood. Owing to the difficulty experienced in making durable and serviceable plaster blackboards they do not meet with favour. Blackboards of wood or cloth are not recommended except for temporary use. Considering the cost, durability and serviceableness of the various blackboards in use, hyloplate gives very general satisfaction.

SCHOOL EQUIPMENT.

12. Every school shall be provided with the prescribed school register, a globe, ball frame, dictionary, map of the World, map of North America, map of Canada, map of the Province of Alberta, a suitable supply of blackboard brushes and crayons, a thermometer, clock, broom, pail and cup, wash-basins and towels and one or two chairs in addition to the teacher's.

NOTE. --The following list which includes the equipment usually required for teaching the subjects prescribed for public school standards, will serve as a guide to trustees in making purchases:

Standard I: Ball frame, reading tablets, set of lineal measures (foot, yard, etc.), set of liquid measures (pint, quart, etc.).

Standard II: A globe, map of the World, sand-modelling board, and set of dry measures (gallon, peck and bushel).

Standard III: A dictionary, maps of North America and the Province of Alberta, a tape line (foot, yard, chains).

Standard IV: Maps of Canada, South America, Europe and Asia.

Standard V: Maps of Africa and Australia, and a British Empire Map of the World.

The following additional equipment is also recommended: Sets of authorized supplementary readers for each of the standards, a supply of coloured sticks and slats, pictures, drawing cards, etc., to provide busy work for pupils in Standard I; a box of coloured crayons, a Normal Music Chart; sets of Prang's Drawing Models; a set of geometrical solids, and a blackboard compass.

USE OF SCHOOL HOUSE AND GROUNDS.

13. Unless authorized by some Ordinance the school house or grounds shall not be used for any other than school purposes without the consent of the board, and no advertisement shall be posted on the school premises or distributed to the pupils unless approved in the same way.

SPECIAL HOLIDAYS.

14. Victoria Day (May 24th) has been fixed as a school holiday to commemorate the anniversary of the birthday of Queen Victoria, to familiarize pupils with the growth and development of the Empire, and to encourage and foster patriotic and imperial sentiments. In order that the observance of this holiday may serve the purpose for which it is intended it is very desirable that exercises appropriate to the occasion should be arranged for. These may be held on the afternoon of May 23rd and should include short addresses, suitable recitations, the singing of patriotic songs, and the raising of the national flag.

The second Friday in May (Arbor Day) although a school holiday should be observed by trustees, teachers, and pupils in planting trees about the school and in beautifying and improving the school grounds. Additional interest in the observance of the day should be imparted by holding exercises in which songs, recitations and short addresses appropriate to the occasion should form a part.

CONDUCT OF SCHOOLS.

15. School shall be held between the hours of nine o'clock and twelve o'clock in the forenoon and half-past one o'clock and four o'clock in the afternoon (standard time) of every day except Saturdays, Sundays, and days declared to be holidays by or under The School Ordinance.

16. The board of any district may direct that school be opened at 9.30 a.m. during the whole or a portion of the months of November, December, January and February; and the board of any rural district may direct that only one hour's intermission be taken at noon in which case school shall be closed at 3.30 p.m.

17. During both the morning and the afternoon sessions recreation periods of fifteen minutes each shall be allowed all pupils attending school. Upon direction of the board all or any of the pupils in Part I of Standard I shall be given additional recreation periods not exceeding one half hour during the day; and in town and village districts the board may direct that all or any of such pupils may be allowed to leave for their homes at any time between 11 and 12 a.m. and 3 and 4 p.m.

18. In case the board of any rural district desires to close its school for vacation at some time other than that provided by subsection 3 of section 134 of The School Ordinance such board shall apply to the Department not later than May 31st in each year for permission to do so. Should the board fail to comply with this regulation the district may forfeit the inspection grant should the school inspector visit the district while the school is thus closed.

19. The teacher shall be responsible for the organization of the school and the classification of pupils. All promotions shall be made by the teacher subject to the approval of the inspector.

20. For the purposes of clause 4 of section 3 of The School Grants Ordinance all pupils who have passed the Standard V examination as prescribed by the Department of Education or who submit to the Department satisfactory evidence of possessing scholarship equivalent thereto shall be classed as being in standards above the fifth.

DUTIES OF PUPILS.

21. Every pupil registered in any school shall be required: To attend regularly and punctually and in case of absence or tardiness to give to the teacher either orally or in writing a reasonable excuse therefor; to be provided with the authorized text books and other school requisites; to be clean and tidy in person and clothes; to be diligent in studies, kind and courteous to class-mates, and obedient and respectful to the teacher; to conform to the rules of the school and submit to such discipline as would be exercised by a kind, firm and judicious parent.

22. All pupils shall be responsible to the teacher for their conduct on the school premises, and also for their behaviour on the way to and from school unless accompanied by one of their parents or guardians or some person appointed by them.

23. The board may require the parent or guardian of any pupil to replace or pay for any school property destroyed, broken or damaged by such pupil, and may suspend such pupil until the property is replaced or paid for.

COURSE OF STUDY.

24. The Course of Studies prescribed by the Department of Education shall form the basis of the teacher's work. It represents the minimum requirements for each standard and should be followed as a guide in classifying pupils. It may be modified to meet the needs of special schools but not without the written consent of an inspector who shall forthwith report the facts to the Department.

TEACHING OF FOREIGN LANGUAGES.

25. Subject to the provisions of section 136 of The School Ordinance the board of any district may employ one or more competent persons to instruct the pupils attending school in any language other than English. Such instruction shall be given between the hours of three and four o'clock in the afternoon of such school days as may be selected by the board and shall be confined to the teaching of reading, composition and grammar. The text books used shall be those authorized by the Minister of Education.

26. In any school in which only a part of the pupils in a class receives instruction in a foreign language it shall be the duty of the teacher in charge to see that the remaining members of the class are profitably employed while such instruction is being given.

TEXT BOOKS.

27. The text books used by the pupils in any school shall be those authorized by the Minister of Education. No teacher shall require his pupils to purchase any other books.

REFERENCE BOOKS.

28. All reference books purchased by boards for the use of pupils and teachers shall be selected from the list authorized by the Minister of Education. In case any board desires to provide its school with books other than those contained in the authorized list it may do so upon receiving the approval of the Minister.

SCHOOL LIBRARIES.

29. All books purchased for school libraries shall be selected from the list authorized by the Minister of Education. Every school library shall be held in trust by the board as a part of the school property.

30. The board shall provide a suitable book case and shall make such regulations for the preservation and circulation of the books as may be deemed advisable. In the absence of any such regulations the following shall be deemed to be in force:

(1) The principal (or teacher) of the school shall be librarian and the treasurer of library funds. He shall prepare a catalogue of the books, and shall disburse all funds on the order of the board.

(2) The books shall be suitably covered, with stout wrapping paper and numbered on their backs. The name and number of the school district, the number of the book, and the date when purchased shall be entered on the inside of the front cover of each book.

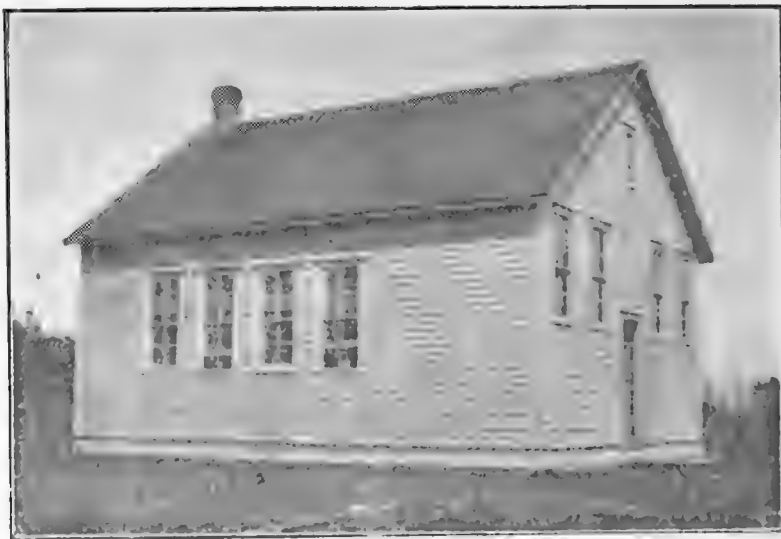
(3) The librarian shall not issue to any pupil more than one volume at a time, nor shall any pupil be allowed to retain a book for more than two weeks.

(4) The librarian shall keep a record of every book loaned, in the following form:

Pupil's name	No. of book	When delivered	When returned	Condition when returned	Fines, when paid

(5) At the close of each school term all books belonging to the library shall be called in. During the vacation period, or while school may remain closed, pupils may, upon the written order of a trustee, obtain books from the secretary of the district who for the time being shall act as librarian.

(6) The following fines, if authorized by the board, shall be assessed by the librarian: (a) for not returning a book within two weeks, 5 cents for each week it is detained beyond the limit fixed; (b) for any injury beyond ordinary wear, an amount proportionate to the injury; (c) for the loss of a book, the cost thereof.



GROVELAND PUBLIC SCHOOL



PUBLIC SCHOOL, LACOMBE

(7) All fines assessed shall be paid within a week, and in case of failure to pay a fine the pupil fined shall not be entitled to enjoy the privileges of the library.

INSPECTION OF SCHOOLS.

31. Every inspector shall visit each school in his inspectorate as frequently as the Minister may direct. On the occasion of his official visit the inspector shall have supreme authority in the school and he shall conduct his inspection in accordance with the special instructions of the Department.

32. If deemed necessary for the purposes of inspection the inspector may extend the regular school hours, or, upon giving due notice to the teacher and pupils, he may require any school to be kept open on Saturday, in which case the attendance for Saturday shall be duly entered in the register.

TEACHERS' READING COURSE.

33. The Minister of Education may prescribe a course of reading for teachers. Teachers may at any time enter upon the course (which shall be optional) by reading one or more of the three books prescribed each year.

34. Any teacher who desires a certificate of having read satisfactorily any book prescribed shall write brief essays on topics based upon such book and assigned by the Department of Education. He shall also make a declaration that he has carefully read the book and that the essays written were composed by him. The essays and declaration shall be transmitted to the Department of Education not later than March 1st in each year.

35. Any teacher who submits to the Department certificates of having read satisfactorily nine of the books prescribed shall receive a diploma certifying to the completion of one full reading course. Additional diplomas shall be awarded to teachers who complete additional courses of nine books.

TEACHERS' MEETINGS.

36. In every school in which more than two teachers are employed it shall be the duty of the principal to convene, at least once a month, a meeting of his assistants for the purpose of conferring on matters pertaining to the organization, management and discipline of the school. A brief record of the proceedings of each meeting shall be kept and shall be referred to the inspector on the occasion of his official visit. It shall be the duty of the assistant teachers to attend such meetings and in case of their neglect or failure to do so the principal shall report the matter to the board.

TEACHERS' CONVENTIONS.

37. Upon receiving the approval of the Minister of Education the officers of any teachers' association may arrange for an annual convention the object of which shall be to promote the teaching efficiency of its members.

38. The inspector shall be, *ex officio*, a member of the committee of management of each association in his inspectorate, and he shall be consulted by the committee with respect to the arrangements for the annual convention.

39. Every convention held shall be subject to the following regulations:

(1) The secretary of the association shall give due notice of the convention to each teacher residing within reasonable distance of the place of meeting. (Upon application to the Department lists of teachers will be furnished to associations.)

(2) The convention shall be held on such days as are approved by the Minister of Education.

(3) At the commencement of each session of the convention the presiding officer shall cause a roll of the members of the association to be called, and at the close of the convention the secretary shall forthwith forward to the Department a record of the attendance in the form prescribed for the purpose.

(4) The president of the association shall as soon as practicable transmit to the Department an outline report of the work of each session of the convention and when deemed advisable he may include in such report extracts from addresses given or papers read.

TEACHERS' INSTITUTES.

40. The Minister of Education shall arrange for the holding of teachers' institutes at suitable places in the Province.

41. All teachers residing within reasonable distance of the place where an institute is to be held shall receive from the Department due notice thereof and shall be expected to attend.

ATTENDANCE AT CONVENTIONS AND INSTITUTES.

42. Every teacher who desires to attend any teachers' convention or teachers' institute held under these regulations shall have the right to do so; and every district whose teacher attends any such convention or institute shall be entitled to the government grant for the teaching days during which such teacher is present at the convention or institute as shown by the register of attendance received by the Department.

MIDSUMMER INSTITUTE.

43. Whenever twenty or more duly qualified teachers make application to the Department of Education for the establishment of a midsummer institute the Minister of Education may cause such institute to be organized under the control and management of such special instructors as may be appointed by him.

44. Every such institute shall be held during the month of July or August at such time and place as may be determined by the Minister. It shall continue in session for at least one week and shall have as its object the professional improvement of its members.

DEPARTMENTAL EXAMINATIONS.

45. There shall be held annually at such times and places as the Minister of Education may determine departmental examinations for Standards V, VI, VII and VIII. These examinations shall be based upon the course of studies prescribed and shall be conducted in the manner provided by such special regulations or instructions in that behalf as may from time to time be issued by the Minister.

NORMAL SCHOOLS.

54. There shall be held annually one or more sessions of (a) the Provincial Normal School for the training of teachers for first and second class interim certificates; (b) such other Normal schools as may be deemed necessary for the training of teachers for third class certificates. Every session shall be held at such time and place and shall continue for such length of time as may be determined by the Minister of Education. No fees shall be charged students in attendance.

55. Every applicant for training shall apply to the Department of Education for a card of admission. Cards of admission may be granted to females over sixteen years of age and males over eighteen years of age, who hold or are entitled to Standard VI, VII or VIII diplomas. Any person holding a card of admission who fails to be present on the opening day of the session shall forfeit his right to attend.

56. The principal of the Provincial Normal School shall be responsible for its organization, discipline and management, and subject to the approval of the Minister of Education, shall prescribe the duties of his staff.

57. Teachers-in-training shall submit to such rules and regulations respecting attendance, classification, conduct, and examinations as may be prescribed by the principal and approved by the Minister of Education, and they shall lodge and board at such houses as are approved by the principal.

58. Teachers-in-training shall be required to pursue such studies and pass such examinations and tests in teaching as may from time to time be prescribed by the Minister of Education.

APPENDIX B.

PROGRAMME OF STUDIES.

STANDARDS I—V.

This programme is based on a *minimum* requirement for each standard. It is prescribed by the Department of Education as a guide in classifying pupils. It may be modified to meet the needs of special schools but not without the written consent of an inspector who shall forthwith report to the Department. The work in each standard includes a review of the essentials in previous standards.

It shall be the duty of each teacher to make a time table, based on this programme, and to present it to the inspector, at each visit, for his approval and signature.

READING AND LITERATURE.

Silent reading is used to obtain ideas and thoughts through printed or written words—to comprehend the subject matter as a whole and to grasp the significance of the parts, as well as to discover and appreciate beauties of thought and expression.

Oral reading is used to express these ideas and thoughts so as to be heard, understood and felt. It involves systematic training in the principal elements of expression—quality of voice, pitch, force, time, stress, inflection, emphasis, pause.

Supplementary reading is used to furnish additional reading matter; to provide reading collateral to the studies in nature, geography, history, literature, etc.; to cultivate a taste for good literature. Its use is optional.

Sight reading in silence is used to give power to glean thought quickly and intelligently from the printed page. It is followed by logical statement, in the pupil's own words, of what he has gleaned.

Selections of poetry and prose inculcating reverence, love of country, love of nature and admiration of moral courage are to be committed to memory and recited.

Standard I.

Authorized First Readers. Authorized Supplementary Readers.

Standard II.

Authorized Second Readers. Authorized Supplementary Readers.

Standard III.

Authorized Third Reader. Authorized Supplementary Readers.

Standard IV.

Authorized Fourth Reader. Authorized Supplementary Reader.

Standard V.

Reading: A general knowledge of the subject-matter of all the prose selections in the New Canadian Reader, Book V. These selections, except those prescribed for Literature, are for independent supplementary reading rather than for study. Practice in oral reading.

Literature: Intelligent comprehension of and familiarity with the authorized selections from the New Canadian Reader, Book V, with memorization of the finest passages.

ORTHOEPY AND SPELLING.

Much attention should be given to accurate pronunciation. Pupils of the third, fourth and fifth standards should have constant practice in finding the pronunciation and meaning of words from the dictionary.

Special drills should be given on such words as are in their nature difficult to spell, and such as have been frequently misspelled in compositions. Pupils should not be drilled on the spelling of words which they may seldom or never have occasion to use.

Standard I.

Part I: Phonic analysis and synthesis, copying words, oral spelling.

Part II: Phonic analysis and synthesis, oral and written spelling of such words in each lesson as the pupils can learn while mastering the reading matter, transcription, dictation, uses of capital letters and terminal punctuation marks.

Standard II.

Phonic analysis and synthesis, transcription, oral and written spelling of such words in each lesson as the pupil can learn while mastering the subject-matter—words to be arranged so far as possible in groups according to the similarity in form; dictation; careful attention to spelling in all written exercises; uses of capital letters, terminal punctuation marks, quotation marks.

Standard III.

Careful attention to spelling in all written work; exercises as in previous standards; division of words into syllables, and marking the accent; common abbreviations and contractions; simple synonyms.

Standard IV.

Exercises as in previous standards; a few helpful rules of spelling formulated inductively; meaning of common prefixes and suffixes.

Standard V.

Careful attention to spelling in all written work; division of words into syllables, and marking the accent; abbreviations and contractions; synonyms; meaning of common prefixes and suffixes; derivation and composition of words, exercises being confined mainly to words which have English primitives.

COMPOSITION.

(a) Composition should consist almost entirely of expressions of thoughts evolved in the teaching of such studies as geography, history, agriculture, literature, etc. (b) Through progressive exercises, both critical and constructive, the pupils should be led to discover and apply the leading principles and maxims of expression. Only the most important errors should be corrected in any one composition.

Standard I.

Brief oral and written expression, in complete sentences, of simple thoughts suggested by observation of objects, animals, plants and pictures; narration of personal experiences; reproduction of the substance of the lessons in reading, etc.

Standard II.

(a) Brief oral and written description of observed objects, animals, plants and pictures; narration of personal experiences; reproduction of the substance of the lessons in reading, history, etc.; simple letter writing.

(b) Combining thoughts into a simple sentence; mechanics of composition—heading, margins, etc.

Standard III.

(a) Correct oral expression of thoughts evolved in the teaching of all subjects; brief, accurate and legibly written expression of these thoughts; the paraphrase.

(b) Sentence structure in outline; use of the paragraph; forms for letters, accounts and receipts; drill to correct the chief errors revealed in written expression.

Standard IV.

(a) Correct oral expression of thoughts evolved in the teaching of all subjects; brief, accurate and legibly written expression of these thoughts; the summary [abstract]; social and business letters.

(b) Sentence structure; paragraph structure in outline; drill to correct the chief errors revealed in written expression.

Standard V.

The structure of the sentence and paragraph; the abstract, paraphrase and theme; social and business letters. Candidates for examination will be required to write a short composition on some familiar subject which may be chosen from the course prescribed in Reading.

GRAMMAR.

Grammar shows the structure of language. By revealing the rules of sentence building it helps the pupil in using correctly the forms of speech which the necessities of expression require.

Through the logical forms of subject, predicate and modifier, it reveals the essential nature of thought and is an aid to the more thorough understanding of reading lessons.

The teaching of formal grammar should be brought into close connection with the work in reading and composition. Routine parsing and minute analysis should be avoided.

Standard I.

Oral correction of colloquial errors.

Standard II.

Correction of colloquial errors; a division of a sentence into subject and predicate.

Standard III.

Correction of errors in the language used by pupils. Kinds of sentences—assertive, interrogative, etc.; purpose of each. Parts of speech, phrases, clauses—their functions and places in sentences. General analysis as an aid in getting the ideas in a sentence, and learning what words and groups of words do in the expression of thought.

Standard IV.

Correction of errors in the language used by pupils. Kinds of sentences—simple, compound, etc.; purpose of each. Division of the parts of speech according to use; inflection in outline. General analysis used as a means of discovering the relation and position of ideas in a sentence.

Standard V.

An intelligent comprehension of the authorized text books.

HISTORY.

Training of the moral judgment, and preparation for intelligent citizenship are important aims in teaching history. History should be associated with geography and literature—historical poems, etc.

Standard II.

Biography.—Lives of distinguished men described, *e.g.*: Columbus, The Cabots, Jacques Cartier, Champlain, Bishop Laval, Frontenac, La Salle, Montcalm, Wolfe, Sir Guy Carleton, Lyon Mackenzie, Papineau, Joseph Howe, Alexander Mackenzie, Sir John Macdonald, etc. Discussion of the chief excellences and defects in their character to teach moral discrimination and ultimately to derive principles of conduct. Reading and reciting patriotic poems.

Standard III.

Canadian History.—Outline study from leading features, *e.g.*: discovery; exploration; struggle between the French and English colonists; Treaty of Paris; Quebec Act; Constitutional Act; War of 1812; Rebellion of 1837; Union Act; Clergy Reserves; Land Tenures—feudal, freehold, leasehold, seignorial; Reciprocity Treaty; British North America Act, etc.

British History.—Biography of persons honoured as types of state or individual life, *e.g.*: Caractacus, Julius Casar, Arthur, Alfred, Canute, William I, Simon de Montfort, Edward I, Wolsey, Elizabeth, Charles I, John Hampden, Oliver Cromwell, Marlborough, Pitt, Nelson, Wellington, Lord John Russell, Victoria, etc. Discussion of their deeds to train moral judgment and incidentally to teach patriotism and civic duty. Reading and reciting patriotic selections.

In this standard the presentation is to be oral, no text book being prescribed. After the lesson supplementary reading should be encouraged.

Standard IV.

Canadian History.—The text book studied as a review and expansion of the topics discussed in the previous standards.

British History.—Outline study of each people or period to exhibit its chief characteristics, *e.g.*: Saxons—a farmer people; brought with them the germs of our political institutions—a limited monarchy, parliament, courts of justice, personal holdings of lands; gave us the body of our English tongue; became Christians from choice. The presentation of this outline is to be oral. Supplementary reading in history should be encouraged.

Standard V.

Canadian History.—The leading events of Canadian history with particular attention to events subsequent to 1840.

British History.—The outlines of British History.

GEOGRAPHY.

Standard I.

Direction: Position of the sun in the morning, at noon, in the evening; cardinal points of the compass; location of familiar places and objects, by pointing with the hand and naming the direction.

Water: Observation of forms of water, such as clouds, fog, mist, rain, dew, frost, snow and ice to find the more obvious qualities and uses of each.

Winds: Recognition of calm, breeze, gale.

Standard II.

Direction: Semi-cardinal points of the compass; observation of the directions of winds bringing heat, cold, rain, snow, moisture, dryness.

Land: Hills, mountains—direction and nature of their slopes; plain, valley, prairie, cape, peninsula, isthmus, island; relation of these to one another; their uses.

- Water:* Fuller study of clouds, fog; mist rain, dew; snow, ice, hail; uses and effects of each; effects of sun and winds on each; spring, brook, river (source, bank, branches, mouth), lake; bay, sea, strait; relation of these to one another; their uses.
- Winds:* Calm, breeze, gale, storms, hurricane; effects on land and sea, on plants, animals, people, and vessels.
- Maps:* Construction of maps of school room, school grounds, neighbourhood; map representation of geographical objects studied.
- The World as a Whole:* Outline study of its form, rotation, axis, poles, equator, hemispheres; hot, temperate and cold parts.
- Continents:* Their relative positions and sizes; characteristic animals and plants in each; occupations, habits, dress and modes of life of the leading peoples in each.
- Oceans:* Their relative positions and sizes; some characteristics of each.

Standard III.

- Land:* Mountain chains, slopes, great plains; description and uses of each. (Teacher's reference: "How to Study Geography," p. XXV and pp. 145-147.)
- Water:* River systems.
- Continent Structure:* Great slopes, continental axis, secondary axis, great river basins, great river systems, coast lines. (Teacher's reference: "How to Study Geography," pp. 13-51 and 146-152.)
- The World as a Whole:* Relief—World ridge from Cape Horn to Cape of Good Hope.
- Lowlands: World basins—Their position between the two highlands of each continent. Outline description of each.
- Drainage: World water parting; world river system.
- Winds: Elementary ideas of causes and influences of trade winds, return trades, polar currents, monsoons. (Consult "Child and Nature," pp. 170-174.)
- Ocean Currents: Elementary ideas of causes and influences of Gulf Stream, Japan Current, and polar streams. (Consult "Child and Nature," pp. 174-176.)
- Rainfall: Formation of clouds and rain; places with much, little or no rain; reasons.
- Climate: Outline study of distribution of climates. (Consult "Child and Nature," pp. 178-181).
- Productions: Chief agricultural, grazing, lumbering and mining regions. (Consult "Child and Nature," p. 185.)
- People: The different races and their distribution.

NORTH AMERICA.

References for Teacher's use: Parker's "How to Study Geography," pp. 185-218. King's "Methods and Aids in Geography," chapters XIII-XIV. "The story of our continent."—Shaler.

Position.

Structure: General description of primary and secondary highlands; river basins.

Drainage: Great water partings, great river systems, great lakes.

Outline: Shape, leading projections of land and water.

Climate: Temperature and moisture—Their cause and influences generally.

Natural Productions and Productive Regions: Chief agricultural, grazing, lumbering and mining regions; surplus productions and exports; deficiency and imports.

Waterways and Railways: Main trade routes.

Cities: Prominent commercial centres of the continent; their relation to belts of products.

Political Divisions: Their relation to the physical structure of the continent; capitals, forms of government, nationalities, state of civilization.

Alberta: Studied generally as a review of a section of the continent; agricultural, grazing, lumbering and mining regions; chief trade routes; principal towns and cities.

Standard IV.

Dominion of Canada: Studied as a section of the continent of North America. Same topics as for continent study. (Teacher's reference: "Geography of the British Colonies," by Dawson and Sutherland.)

South America: Outline study comparing its structure, drainage, coast line, climate and productive regions with those of North America. Political divisions—mainly Brazil, the Argentine Republic, and Chili. (Teacher's reference: "How to Study Geography," pp. 218-224. "The Geographical Reader."—American Book Company.)

Eurasia: General structure of Eurasia compared with that of North America and that of South America. (Teacher's reference: "How to Study Geography," pp. 224-263.)

Europe.—Under the same topics as North America. Comparisons.

Asia.—Only a very general study of climate, natural productions and productive regions, trade routes, cities. Political divisions—mainly India, Japan and China. Comparisons.

Standard V.

The general geography of the world, geography of Canada more particularly.

NATURE STUDY AND AGRICULTURE.

Teacher's reference books: "Spalding's Introduction to Botany," Newell's "From Seed to Leaf," Goodale's "Concerning a Few Common Plants."

To interest pupils in nature, to train them in habits of careful observation and clear expression, and to lead them to acquire useful knowledge, are important aims in teaching this subject.

The pupil must study the plant, the animal and the soil rather than book descriptions of them. He may consult books after he has made his observations. The study of plant life should be emphasized in spring, though not restricted to that season.

This study should be connected with language, drawing and geography.

Standard I.

Plant Life:

Seeds: Bean, pea, sunflower, corn, wheat.

Germination: Its condition—light, air, moisture, soil, warmth.

Structure: Covering, cotyledons, embryo.

Seedlings: Parts—stems, roots, leaves.

Buds: Poplar, willow, maple, elm, spruce; their covering, unfolding, arrangement on stem.

Animal Life: Cat, dog, cow, horse, sheep, hen, fish; their covering, food, uses.

Standard II.

Plant Life:

Seeds: Fuller study of the germination, growth and structure of seeds prescribed for Standard I.

Plant structure: Herbs, shrubs, trees.

Stem: Its parts—wood, bark, pith; their uses.

Root: Its parts—primary root, rootlets, root hairs; their uses.

Leaf: Its parts—stipules, stock, blade, veins; their uses.

Fruits: Apple, orange or lemon, plum or cherry, pumpkins or squash, raspberry or strawberry; the use of their parts to plant and to man.

Animal Life: Fuller study of the animals prescribed for Standard I, including structure of feet, head and teeth; relation of structure and habits.

Standard III.

Plant Life:

Leaves: Their position, arrangement, form and venation; their relation to sunlight, air, and direction of water to roots.

Flowers: Silverweed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts.

Roots: Wheat, willow, carrot, turnip, radish, potato. Their forms and the uses of their parts to the plant and to man.

Soils: Outline study of formation, composition, classification, exhaustion, restoration. (Teacher's reference: James and McIntyre's Agriculture.)

Animal Life: Ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat; adaptation of their forms and structure to their modes of life.

Standard IV.

Plants: Their food—its sources, how taken up, how assimilated; their reproduction, propagation; dissemination of seeds.

Weeds: Bindweed or wild buckwheat, tumbleweed, hedge mustard, stinkweed, Russian thistle; methods of destroying. (Teacher's reference: James and McIntyre's Agriculture.)

Trees: Their cultivation for shade, ornament and protection.

Soils: Preparation for seed. (Reference—prescribed text.)

Animals: Feeding, care and management of horses, cattle, sheep and swine. (Reference—prescribed text.) Insects: Growth, classification, remedies. (Reference—prescribed text.)

Standard V.

(a) *Nature Study.*—A general review of the topics prescribed for Standards III and IV including: Leaves—their position, arrangement, form and venation; their relation to sunlight, air and direction

of water to roots. Flowers—silverweed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts. Roots—wheat, willow, carrot, turnip, radish, potato; their forms and uses of their parts to the plant and to man. Plants—their food, its sources, how taken up, how assimilated; their reproduction, propagation; dissemination of seeds. Animals—ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat; adaptation of their forms and structure to their modes of life. (b) *Agriculture*.—A general knowledge of the following topics: Soils: formation, composition, classification, exhaustion and restoration; preparation for crops; tilling and draining. Crops: their growth, management, rotation, diseases. Live stock and dairying: Feeding, care and management of farm animals; butter-making. Insects: growth, classification, remedies. Weeds: wild buckwheat, tumbleweed, hedge mustard stinkweed, Russian thistle; methods of destroying. Trees: their cultivation for shade, ornament and protection. (Reference books for pupils and teachers: *Agriculture* by James and McIntyre.)

ARITHMETIC.

Every new thought process in this subject should be developed objectively. Principles and rules should be arrived at inductively. Accuracy and rapidity in the simple fundamental processes are important.

Problems should, as far as possible, have due relation to the demands of business life. Clearness of reasoning, accuracy of statement, and elegance of form in the solution of problems should be emphasized. Pupils should have regular practice in the construction of problems. The subject-matter of nature study, agriculture, geography, etc., furnishes interesting data for many problems.

Standard I.

Teacher's reference: Wentworth's "Primary Arithmetic."

Part I.

Numbers 1 to 12—their combinations and separations, oral and written; the making and use of arithmetical signs.

Making and showing relation of one-half, one-fourth, one-eighth, one-third, one-sixth; one-fifth, one-tenth; one-third, one-ninth, one-twelfth; one-seventh; one-eleventh. (Objective illustration—no figures used.)

Use and relation of pint, quart, gallon, peck, bushel; inch, foot, yard; day, week, month, year; five-cent and ten-cent coins; simple problems.

Part II.

Numbers 1 to 25—their combinations and separations.

Use and meaning of one-thirteenth one-twenty-fifth; review of fractions in Part I.

Use and relation of ounce, pound; hour, day; foot, rod; sheet, quire.

Counting to and from 25 by ones, twos, threes, etc. Drill in rapid figure work (especially addition) involving combinations in the numbers 1 to 10. Reading Roman notation to XXV. Inventing and solving simple problems.

Standard II.

Teacher's reference: Wentworth's "Primary Arithmetic."

Numbers 25 to 100—Addition, subtraction, multiplication and division.

Use and meaning of one-twenty-sixth one-one-hundredth. Addition, subtraction, multiplication and division of fractions studied in Part I.

Percentage: Use and meaning of 50%, 25%, 10%, 5%, $33\frac{1}{3}\%$, $12\frac{1}{2}\%$; relation to fractions.

Use and meaning of pound, bushel; square inch, square foot, square yard; finding area of small surfaces.

Counting to and from 100, by ones, twos tens; multiplication table made and mastered. Oral and written drill in rapid figure work (especially in addition) involving the combinations in the numbers 1 to 25. Reading Roman notation to C. Inventing and solving simple problems suggested by any subject studied.

Standard III.

Notation and numeration; simple rules.

Common fractions: Addition, subtraction, multiplication and division of fractions whose denominations do not exceed one thousand. Common factor and common divisor as needed in fractions.

Decimal fractions: Addition, subtraction, multiplication and division of tenths, hundredths and thousandths; relation to common fractions.

Percentage: Easy problems in simple interest, and profit and loss, using such applications as occur in ordinary business transactions.

Remaining weights and measures used in practical life, taught and applied; measurement of surfaces and right-angled triangles; contents of rooms, boxes, lumber, piles of wood and hay.

Oral and written drill in the figure work of the simple rules to secure accuracy and rapidity.

Standard IV.

Common fractions: Decimal fractions, omitting recurring decimals.

Simple interest, profit and loss, commercial discount, commission. Problems should be confined to cases occurring in ordinary business transactions.

Standard V.

Arithmetic and Mensuration.—A general review of the work prescribed for Standards III and IV, including notation and numeration; measures and multiples, common fractions, decimal fractions, square root, the metric system, the weights and measures used in practical life, measurement of surfaces, contents of rooms, boxes, piles of wood and hay; applications of percentage—profit and loss, simple interest, commercial discount, commission; easy problems in taxes and insurance; ratio and simple proportion, with their applications to partnerships; mensuration as contained in Chapter VI of Hill's *Lessons in Geometry*. All problems should, as far as possible have due relation to the demands of modern and commercial business life. Clearness of reasoning and accuracy of statement in th

solution of problems should be emphasized. Rapidity and accuracy of work should be aimed at. Exercises in mental Arithmetic should be given.

Algebra: Definitions; simple rules; simple equations with problems; simultaneous equations of the first degree containing two unknown quantities, with easy examples and problems; easy factoring; an elementary knowledge of H.C.F. and L.C.M.

Geometry: As in Hill's Lessons in Geometry, omitting chapters VII, VIII and IX.

Book-keeping: (a) A general knowledge of business forms and their uses—receipts, orders, promissory notes, drafts, cheques, bills, accounts, invoices, deposit slips, P.O. money orders, postal notes, etc. (b) Single entry—use of books; easy sets.

DRAWING.

Teacher's reference: The Manual for Prang's New Graded Course for Canadian Schools.

Drawing is to be taught as an added means of expression. Pupils are to draw in blank books after observing the type solids and objects.

Standard I.

Teach the following forms as wholes from type solids and objects.

Sphere and similar forms, natural and artificial, *e.g.*, ball, marble, apple, tomato, cherry, lemon, etc.

Cylinder and similar forms, natural and artificial, *e.g.*, pencil, bottle, spool, pint measure, cup, rope, ladder, mallet, etc.

Cube and similar forms, natural and artificial, *e.g.*, box, chest, basket, inkstand, lump of sugar, etc.

Teach their parts—surfaces, faces, edges and corners and the relation of these parts. Compare them.

Illustrative sketching in connection with nature study.

Standards II and III.

The work of Standard I and the following:

The type solids bisected and studied as new wholes.

Hemisphere and similar forms, natural and artificial, *e.g.*, half an apple, dish, bowl, cap, oil can, etc.

Half Cylinder and similar forms, natural and artificial, *e.g.*, band-box, coin, etc.

Half Cube, square prism, right-angled triangular prism and similar forms, natural and artificial, *e.g.*, box, trunk, car, roof of a house, etc.

Teach their parts—surfaces, faces, edges and corners, and the relation of the parts. Compare them.

Teach geometric figures—triangle, square, and rectangle from the solid.

Draw objects based on these figures, *e.g.*, pennant, envelope, door, cross, flag, etc.

Illustrative sketching in connection with nature study.

Standard IV.

The work of previous standards and forms derived from the type solids by variation.

Spheroid, ellipsoid, ovoid, and similar forms, natural and artificial, *e.g.*, lemon, cucumber, watermelon, egg, hops, pear, strawberry, vase, etc.

Cone, circular frustum, and similar forms, natural and artificial, *e.g.*, carrot, volcano, mountain peak, hour glass, wine glass, etc.

Pyramid, square frustum, and similar forms, natural and artificial, *e.g.*, cupolas, pyramids of Egypt. basket, etc.

Draw from the solids, the geometric figures, circle, ellipse, and oval, and learn the terms circumference, diameter, radius, arc, centre, focus, axis. Draw objects based on these figures, *e.g.*, target, circular window, hand mirror, eye glass, horse shoe, padlock, fan, spoon, etc.

Illustrative sketching in connection with other studies.

Standard V.

Representation, construction, decoration as in Prang's New Graded Course in Drawing for Canadian Schools, Books I and II.

MUSIC (OPTIONAL).

Standards I and II.

Singing of rote songs, drill on the scale and intervals—Normal Music Course First Reader, Part I.

Standards III, IV and V.

Normal Music Course First Reader. Second Reader when First is mastered.

HYGIENE—PHYSIOLOGY.

Teacher's reference: Ontario Manual of Hygiene or Ontario Public School Physiology and Temperance.

For convenience in teaching these subjects the ungraded school may be divided into two sections, the first comprising the pupils in Standards I and II and the second those in Standards III, IV and V. Practical effect should be given to the instruction in this subject by attention to the physical condition and habits of the children; the ventilation, lighting, heating and cleaning of the school room; and the supervision by the teacher of the sports and gymnastic exercises of the pupils.

Topics: Lessons on cleanliness, proper clothing, pure air, good water, exercise, rest, avoidance of draughts, wholesome food, temperate habits, bathing, accidents, poison, disinfectants, digestion, circulation, respiration, care of the eye and ear.

STIMULANTS AND NARCOTICS WITH SPECIAL REFERENCE TO THE USE OF ALCOHOL AND TOBACCO.

The great purpose is to build up in the mind a theory of self control and willingness to abstain from acts that may grow into dangerous habits. The moral and social effects should be made prominent and abstinence be inculcated from higher ends than such as concern only the body. Technicalities and persistent dwelling upon details of disease should be avoided. Special delicacy of treatment is needed in those unfortunate cases in which children find

themselves between the safe teaching of the school and the counter practices and influences of the home. Refrain from assertions of what is uncertain or sincerely doubted by high authority, or likely to be repudiated by the pupil when he is mature enough to judge for himself, since the admitted and unquestioned facts about the more dangerous stimulants and narcotics, and alcoholic drinks in particular, furnish invincible reason why people in general should do without them and young people above all others.

Teach what a stimulant is, what a narcotic is, what each may cause; effects of alcohol on the digestive, circulatory, muscular and nervous system.

Teach that tobacco contains a poisonous substance called nicotine, that it frequently injures the throat, lungs, heart and other organs in adults, that it is far more harmful to young and growing persons than to adults, that it is particularly objectionable in the form of a cigarette, that children should avoid it in all its forms, and that, as a rule, the more sparingly grown people use it the better.

MANNERS AND MORALS.

Teacher's reference: White's School Management, pp. 218-294.

Ungraded schools may be divided as in hygiene when direct instruction is given.

It is the duty of the teacher to see that the pupil practises those external forms of conduct which express a true sense of the proprieties of life and that politeness which denotes a genuine respect for the wants and wishes of others. It is his duty to turn the attention of the pupils to the moral quality of their acts and to lead them into a clear understanding and constant practice of every virtue. His own influence and example, the narration of suitable tales to awaken right feeling; the memorizing of gems embodying noble sentiments, and maxims and proverbs containing rules of duty, direct instruction, etc., are means to be employed.

Topics: Cleanliness and neatness, politeness, gentleness, kindness to others, kindness to animals, love, truthfulness, fidelity in duty, obedience, nobility, respect and reverence, gratitude and thankfulness, forgiveness, confession, honesty, honour, courage, humility, self respect, self control, prudence, good name, good manners, temperance, health, evil habits, bad language, evil speaking, industry, economy.

APPENDIX C.

COURSE OF STUDIES AND ANNUAL EXAMINATION FOR
STANDARD V.

APPROVED, AUGUST, 1907.

GENERAL.

1. The annual departmental examination for Standard V pupils shall be held upon such days between June 15th and 30th as may be fixed by the Minister of Education.

2. Teachers having candidates for examination shall make application to the Department in the form prescribed. All applications must be forwarded before May 15th.

3. Candidates shall write at their own schools, and the teacher shall act as presiding examiner. The expenses of the examination shall be paid by the candidates or by the board of trustees. There is no examination fee.

4. The answer-papers of candidates shall not be examined until their teachers report to the Department that in their judgment the candidates have completed and given due attention to the course prescribed in reading, and hygiene and temperance.

5. In order to pass a candidate is required to obtain 50 per cent. of the total number of marks, 50 per cent. on penmanship, 40 per cent. on the paper in composition, and 34 per cent. on every other paper.

6. Unsuccessful candidates shall be furnished with a statement of the subjects on which they failed.

COURSE OF STUDIES AND SUBJECTS OF EXAMINATION FOR THE YEAR
ENDING JUNE 30, 1908.

In the following course certain subjects are *obligatory* and others *optional*. The obligatory subjects are those which all pupils in the standard are required to study whether prescribed for examination or not. The optional subjects are those whose study may, with the consent of his parents, be omitted by any pupil unless he intends to be a candidate for examination in which case he must complete the course prescribed in algebra, geometry and agriculture. The annual examination shall include both obligatory and optional subjects. Every candidate must write on all the subjects prescribed for examination.

Reading: A general knowledge of the subject matter of all the prose selections in the New Canadian Reader, Book V. These selections—except those prescribed for literature—are for independent supplementary reading rather than study. Practice in oral reading.

Literature: Intelligent comprehension of and familiarity with the following selections from the New Canadian Reader, Book V, with memorization of the finest passages:

Dora, p. 13; The Irish Emigrant, p. 21; The Little Midshipman, p. 23; In Memoriam, p. 45; Rip Van Winkle, p. 47; The Ride to Aix, p. 113; The Apology of Socrates, p. 156; Address to a Mummy, p. 172; What is Time?, p. 195; Ode to Duty, p. 197; To a Skylark, p. 229; To a Cuckoo, p. 233; The Passing of Arthur, p. 247; Sir Roger de Coverley, p. 261; Village Characters, p. 285; Ode on the Death of Wellington, p. 329; Discontent, p. 343; Peace of Mind, p. 347; Canada and the United States, p. 360; Canada and the Empire, p. 363; Canada and the Empire, p. 366; The British Flag, p. 376.

Composition: The structure of the sentence and paragraph; the abstract, paraphrase and theme; social and business letters. Candidates for examination will be required to write a short composition on some familiar subject which may be chosen from the course prescribed in reading.

Grammar: An intelligent comprehension of Goggin's New Elementary Grammar.

Orthæpy and Spelling: Careful attention to spelling in all written work; division of words into syllables and marking the accent; abbreviations and contractions; synonyms; meaning of common prefixes and suffixes; derivation and composition of words, exercises being confined mainly to words which have English primitives.

Arithmetic and Mensuration: A general review of the work prescribed for Standards III and IV including notation and numeration, measures and multiples, common fractions, decimal fractions, square root, the metric system, the weights and measures used in practical life, measurement of surfaces, contents of rooms, boxes, piles of wood and hay, application of percentage—profit and loss, simple interest, commercial discount, commission; easy problems in taxes and insurance; ratio and simple proportion with their applications to partnerships; mensuration as contained in Chapter VII of Hill's Lessons in Geometry. All problems should, as far as possible, have due relation to the demands of modern commercial and business life. Clearness of reasoning and accuracy of statement in the solution of problems should be emphasized. Rapidity and accuracy of work should be aimed at. Exercises in mental arithmetic should be given. Text book in arithmetic: Kirkland and Scott's Elementary Arithmetic, revised and enlarged edition.

Algebra: Definitions; simple rules; simple equations with problems. Text book: C. Smith's Elementary Algebra (Chapters I to VI).

Geometry: As in Hill's *Lessons in Geometry*, Chapters I, II, III and IV (omitting the theorems), with definitions of Chapters V and VI.

Book-keeping: (a) A general knowledge of business forms and their uses—receipts, orders, promissory notes, drafts, cheques, bills, accounts, invoices, deposit slips, P.O. money orders, postal notes, etc.; (b) Single entry—use of books; easy sets. Text book: *Black's Public School Book-keeping*.

Geography: The general geography of the world; geography of Canada more particularly. Text books: *The New Canadian Geography* (Saskatchewan and Alberta Edition).

History: The leading events of Canadian History with particular attention to events subsequent to 1840; the outlines of British history. Text book: *Buckley and Robertson's High School History*.

Nature Study and Agriculture: (a) *Nature Study*—A general review of the topics prescribed for Standards III and IV including: Leaves—their position, arrangement, form and venation; their relation to sunlight, air and direction of water to roots. Flowers—silver weed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts. Roots—wheat, willow, carrot, turnip, radish, potato; their forms and the uses of their parts to the plant and to man. Plants—their food, its sources, how taken up, how assimilated; their reproduction; propagation; dissemination of seeds. Animals—ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat; adaptation of their forms and structure to their modes of life. (b) *Agriculture*—A general knowledge of the following topics: Soils—formation, composition, classification, exhaustion and restoration; preparation for crops; tilling and draining. Crops—their growth, management, rotation, diseases. Live stock and dairying—feeding, care and management of farm animals; butter making. Insects—growth, classification, remedies. Weeds—wild buckwheat, tumbleweed, hedge mustard, stinkweed, Russian thistle; methods of destroying. Trees—their cultivation for shade, ornament and protection. Reference book for pupils and teachers: *Agriculture* by James and McIntyre.

Hygiene and Temperance: As outlined in the programme of Studies for Standards I to V. Teacher's reference books: *Ontario Public School Physiology and Temperance*. *Knight's Introductory Physiology and Hygiene* (Copp, Clark Co.).

Penmanship: Principles of letter formation; figures; ledger headings; addressing envelopes; a legible business hand. Neatness and legibility should be required in all written exercises.

Drawing: Representation, construction, decoration as in *Prang's New Graded Course in Drawing for Canadian Schools*, Books I and II. Teacher's reference: *The Manual*.

Music: As outlined in the Programme of Studies for Standards III-V. Text book: *King Edward Music Readers* (First and Second).

The *obligatory* subjects of the standard are Reading, Literature, Composition, Grammar, Orthœpy and Spelling, Arithmetic and Mensuration, Geography, British and Canadian History, Nature Study, Hygiene and Temperance, Penmanship and Drawing.

The *optional* subjects of the standard are Algebra, Geometry, Book-keeping, Agriculture and Music.

Candidates for examination shall be required to write upon the following subjects: Literature, Composition, Grammar, Orthœpy and Spelling, Arithmetic and Mensuration, Geometry, History, Algebra, Geography, Nature Study and Agriculture, Drawing. The marks for Penmanship shall be awarded on the Composition paper.

APPENDIX D.

CERTIFICATES AND DIPLOMAS.

COURSES OF STUDY: STANDARDS VI, VII, VIII AND NORMAL SCHOOLS.

APPROVED, AUGUST, 1907.

CERTIFICATES.

1. No person shall be engaged, appointed, employed or retained as teacher in any school unless he holds a valid certificate of qualification granted by the Minister of Education. This regulation shall not apply to persons employed under the provisions of subsection 2 of section 136 of The School Ordinance.

2. Certificates of qualification shall be of the following classes:

(a) Interim certificates of the first and second class valid for one year from the close of the school term during which they are issued.

Interim certificates may be granted: (1) on the recommendation of the Principal of the Normal School to students who have completed a course in training, (2) under the provisions of regulation 6.

(b) Professional certificates of the first and second class valid for life unless suspended or cancelled for cause.

Professional certificates of either class may be granted to persons who have taught successfully in the province for at least one year while holding a valid interim certificate of the same class. Persons holding interim certificates obtained on the recommendation of the Principal of the Normal School must also have passed the professional examination prescribed for teachers.

(c) Third class certificates valid for three years from June 30th of the year during which the holders thereof obtained diplomas entitling them to admission to a Normal School.

Third class certificates may be granted on the recommendation of the Principal of the Normal School to students who have completed a course in training and who have passed the prescribed professional examination.

(d) Provisional certificates valid until the close of the school term during which they are issued.

A provisional certificate may be granted either upon the application of a board of trustees that has failed to secure a duly qualified teacher, or upon the recommendation of an inspector. A board of trustees in applying for a provisional certificate for any person must satisfy the Department that a duly qualified teacher is not available.

The board shall also furnish satisfactory evidence of the character and qualifications of the person for whom the certificate is requested.

(e) Kindergarten certificates for principals and assistants in kindergartens.

3. On receiving an application from a board of trustees, accompanied by a recommendation from an inspector, the Minister of Education may, if a qualified teacher is not available, extend a third class or a provisional certificate to the end of the school term following that during which such certificate expired.

4. Persons whose third class certificates have expired and whose teaching has been favorably reported upon by an inspector may have their certificates renewed by passing the examination for Standard VI and the prescribed examination in pedagogy.

5. The Minister of Education may extend the time during which an interim certificate shall be valid.

6. Persons holding certificates or diplomas not obtained in the Province of Alberta may be granted such standing as the Minister of Education may deem them entitled to. Every applicant for an interim certificate under this regulation shall submit to the Department (a) the certificates which he holds, (b) an official statement that such certificates are valid and in force, (c) a certificate of moral character dated within three months of the time of presentation, (d) a recent testimonial from the inspector under whom he last taught.

7. Upon the recommendation of the Principal of the Normal School the Minister of Education may permit any teacher-in-training who has failed to pass the professional examination at the close of the session to write upon such examination at a subsequent session; but in case of a second failure every such person who desires to qualify as a teacher shall be required to attend another session and pass the prescribed professional examination.

DIPLOMAS.

EXAMINATION REQUIREMENTS

Standards VI, VII, VIII.

1. The annual departmental examinations shall be held between June 20th and July 15th upon such days and at such places as may be determined by the Minister of Education.

2. Every candidate who desires to write upon any departmental examination shall, not later than May 15th, make application to the Department. Special forms are furnished for this purpose.

3. The principal of every school having candidates for examination shall before June 30th forward to the Department a confidential report on each candidate under the following heads: Length of time

preparing for examination, regularity of attendance, attitude towards work, general grasp of each subject, physical fitness for examination, chances for passing. Percentages based upon the candidate's work during the year should be given where possible.

4. Only the holders of Standard VI or VII diplomas shall be admitted to examination for Standard VII and VIII Diplomas respectively. But in the case of persons who have not been residents of the Province for eighteen months immediately prior to the date of examination and in other special cases the Minister may upon proof of necessary qualifications admit such to any examination.

5. In order to pass, a candidate is required to obtain 50 per cent. of the total number of marks, 40 per cent. on the paper in English composition, and 34 per cent. on every other paper or on each part thereof.

6. Every person who passes the annual departmental examination for Standard VI, VII or VIII shall receive a diploma certifying thereto.

7. Any candidate who fails to pass the examination for Standard VII or VIII may be granted a diploma of the next lower standard provided such candidate obtained 40 per cent. of the total marks and 30 per cent. on each paper.

8. Every unsuccessful candidate shall be furnished with a statement of the subjects on which he failed, and shall have the right to appeal within twenty days from the time the results of the examination are announced. Each appellant shall state the answer papers he desires to have re-examined and the specific reasons therefor. No appeal shall be considered unless it is accompanied by the fee prescribed.

9. The fee for each of the examinations (Standards VI, VII and VIII) shall be three dollars payable to the presiding examiner on the first day of the examination. If a candidate desires to write on only one or two subjects the fee shall be one dollar; if on three or four subjects, two dollars. The fee for each appeal shall be two dollars. If an appeal is sustained the fee shall be refunded.

Professional Examinations.

10. The professional examinations based on the course of studies for Normal School shall be held at the close of each session.

11. In order to pass, a candidate is required to obtain 50 per cent. of the total number of marks and 34 per cent. on each paper.

12. Every person who holds a professional certificate of the second class and a Standard VIII diploma shall be permitted, without further attendance at the Normal School, to write upon the professional examination for a first class interim certificate.

COURSE OF STUDIES AND SUBJECTS OF EXAMINATION, FOR THE YEAR
ENDING JUNE 30, 1908.

In the following course of studies prescribed for Standards VI, VII and VIII certain subjects are *obligatory* and others are *optional*. The obligatory subjects are those which all pupils in the standard are required to study whether prescribed for examination or not. The optional subjects are those whose study may be omitted by any pupil. The annual examination for each standard includes both obligatory and optional subjects. All candidates must write on the obligatory subjects which are prescribed for examination but they may elect the optional subjects on which they wish to write.

Standard VI.

1. *Reading:* A general knowledge of the subject-matter of the books prescribed for reading. These books are for independent supplementary reading rather than for intensive study.

Books prescribed for 1908: Dickens: Christmas Carol (Nelson's Supplementary Readers No. 11, or Macmillan's Pocket American and English Classics); The Legend of Sleepy Hollow and Other Tales (Short Studies in English Literature No. 6, - Nelson & Sons); Tennyson: Enoch Arden and Other Poems (R.L.S. No. 73).

2. *English Composition:* Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation or division into paragraphs will not be accepted at examinations. Instruction in the fundamental principles of rhetoric should be given in connection with this study.

3. *English Literature:* A thorough study of the subject-matter, structure and language of each prescribed selection. Memorization of choice passages. Practice in oral reading.

Text for 1908: Scott: Lay of the Last Minstrel (Rolfe's Edition recommended).

4. *English Grammar and Rhetoric:* A general knowledge of the High School Grammar. Definite instruction in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of narration, description and exposition.

Text books: Sykes' Elementary English Composition (The Copp, Clark Co.); The High School Grammar, revised edition (Canada Publishing Co.).

5. *History:* The leading events of Canadian and British History. Examinations in history will be so framed as to require comparison and the use of judgment on the student's part rather than the mere use of memory.

Text books: Clement's History of Canada (William Briggs); Buckley and Robertson's High School History (The Copp, Clark Co.).

6. *Geography:* The general geography of the world; geography of Canada and the British Empire more particularly.

Text books: The New Canadian Geography—Saskatchewan and Alberta edition (W. J. Gage & Co.); Tarr's Elementary Physical

Geography (Morang & Co.); Teacher's Reference, Adam's Commercial Geography (G. N. Morang & Co.).

7. *Arithmetic and Mensuration*: Chapters I to IX inclusive, XII, XIII (omitting true discount, stocks and shares) XIV and XVIII (down to and including rectangular solids). Problems based on these chapters.

Text book: Twentieth Century Edition (W. J. Gage & Co.).

8. *Algebra*: Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factors, highest common factor, least common multiple, fractions, easy quadratics.

Text book: C. Smith's Elementary Algebra, chapters I to XIV inclusive (The Copp, Clark Co.).

9. *Geometry*: Euclid's Elements, Book I, with easy deductions.

Text book: Todhunter and Loney (The Copp, Clark Co.).

10. *Book-keeping*: A knowledge of business forms, usages and correspondence; book-keeping by single and double entry.

Text book: Black's Public School Book-keeping (The Copp, Clark Co.).

11. *Botany and Agriculture*: *Botany*—(a) As in prescribed texts, omitting chapters VI, XII, XIV, XIX, XX, XXI, XXII, XXIII, and microscopic work; (b) A knowledge of the structure, function and relation of the root, stem, leaf and flower of typical plants belonging to the orders Ranunculaceæ, Cruciferae, Leguminosæ, Rosaceæ and Liliaceæ. Determination of plants belonging to these orders. Field work by each student is essential. *Agriculture*—As in prescribed text.

Text books: Bergen's Foundations of Botany without Key and Flora (Ginn & Co.); Agriculture by James and McIntyre (Morang & Co.). Teacher's references: Spotton's High School Botany, Manitoba edition (W. J. Gage & Co.); Coulter's Plant Relations (Morang & Co.); Bailey's Principles of Agriculture (Morang & Co.).

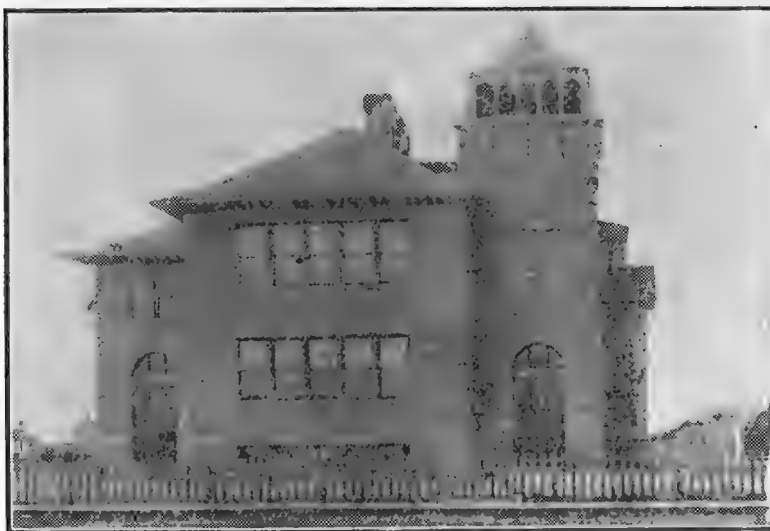
12. *Physical Science*: As in chapters I to X inclusive of Merchant and Fessenden's High School Physical Science, Part I—revised edition (The Copp, Clark Co.).

13. *Drawing*: Representation, construction, decoration, as in Prang's New Graded Course in Drawing for Canadian Schools, Books I, II and III (W. J. Gage & Co.). Teacher's reference: The Manual.

14. *Latin*: Grammar, reading, composition; Lessons I to LXVII inclusive of Henderson and Fletcher's First Latin Book (The Copp, Clark Co.).

15. *French*: Grammar, reading, composition and conversation; Lessons I to XXXVI inclusive of Fraser and Squair's French Grammar and Reader (The Copp, Clark Co.).

16. *German*: Grammar, reading, composition and conversation; Lessons I to XXV inclusive of the High School German Grammar and Reader (The Copp, Clark Co.).



PUBLIC SCHOOL, DIDSBURY



PUBLIC SCHOOL, INNISFAIL

17. *Pedagogy*: An examination in pedagogy shall be held each year for such persons as apply for a renewal of their third class certificates. The examination shall be based upon the following texts: White's School Management; Tilley's Methods in Teaching.

The *obligatory* subjects of this standard are: Reading, English Composition, English Literature, English Grammar and Rhetoric, Geography, British and Canadian History, Arithmetic and Mensuration, Geometry, Botany and Drawing.

The *optional* subjects of this standard are: Algebra, Book-keeping, Agriculture, Physical Science, Latin, French and German.

The *examination* subjects for a Standard VI diploma are: English Literature, English Composition, British and Canadian History, Geography, Arithmetic and Mensuration, Algebra, Book-keeping, Botany and Agriculture, Physical Science, Drawing.

(Note:—Pupils in Standard VI who intend to proceed to a university should commence the study of the languages required for matriculation.)

Standard VII.

1. *Reading*: A general knowledge of the subject-matter of the books prescribed for reading. These books are for independent supplementary reading rather than for intensive study.

Books prescribed for 1908: Macaulay: Lays of Ancient Rome (Cassell's National Library); Addison: Sir Roger de Coverley (Cassell's National Library); Arnold: Sohrab and Rustum, etc. (Eclectic English Classics, or R.L.S. No. 132); Ruskin: Sesame and Lilies (W. J. Gage).

2. *English Composition*: Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation or division into paragraphs will not be accepted at examinations. Instruction in the fundamental principles of rhetoric should be given in connection with this study.

3. *English Literature*: A thorough study of the subject-matter, structure and language of each prescribed selection. Memorization of choice passages.

Texts for 1908: Shakespeare: Macbeth (Rolfe's Edition); Longfellow: Evangeline, The Day is Done, The Old Clock on the Stairs, The Fire of Driftwood, Resignation, The Warden of the Cinque Ports, The Bridge, A Gleam of Sunshine. Wordsworth: Three Years She Grew, She was a Phantom of Delight, There is a Flower, Ethereal Minstrel Pilgrim of the Sky, The Green Linnet, To the Cuckoo, "With little here to do or see." (From Select Poems of Wordsworth and Longfellow by Sykes, (Copp, Clark Co.)

4. *English Grammar and Rhetoric*: As in the High School Grammar. Definite instruction in the choice of words, in the structure of sentences and of paragraphs, and in the forms of narration, description, exposition and argument.

Text book: Sykes' Elementary English Composition (The Copp, Clark Co.); The High School Grammar, revised edition (Canada Publishing Co.). Teacher's reference: Genung's Practical Rhetoric (Ginn & Co.).

5. *History*: Myer's General History—to the close of the Mediæval Period (p. 485); Bourinot's How Canada is Governed (Copp, Clark Co.).

6. *Arithmetic and Mensuration*: Hamblin Smith's Arithmetic—Twentieth Century Edition.

7. *Algebra*: Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factoring, highest common factor, least common multiple, fractions, equations with fractions, quadratic equations, simultaneous equations of the second degree, powers and roots, indices, surds.

Text book: C. Smith's Elementary Algebra, chapters I to XX inclusive (The Copp, Clark Co.).

8. *Geometry*: Euclid, Books I, II and III; deductions.

Text book: Todhunter and Loney's Euclid (The Copp, Clark Co.).

9. *Physical Science*: Merchant and Fessenden's High School Physical Science, Part I—Revised Edition (The Copp, Clark Co.).

10. *Animal Life*: As in Jordan and Kellogg's Animal Life (Morang & Co.) especially chapters I, II, IV, VI, VII, VIII, IX, XII, XIV, XV, XVI.

11. *Chemistry*: Mills' Chemistry for Schools (Gage & Co.).

12. *Latin*: Henderson & Fletcher's First Latin Book and Reader. Course in Grammar prescribed for Standard VI continued. Translation into Latin of easy phrases and sentences illustrating the rules of Latin syntax. Sight translation from easy prose authors. Special study of the texts prescribed.

Latin Texts for 1908: Ceasar's *Bellum Gallicum*, Book IV (omitting Chapter 17) and Book V (Chapters I to XXIII); Virgil's *Aeneid*, Book II (lines 1 to 505).

13. *French*: High School French Grammar and Reader. Course in Grammar prescribed for Standard VI continued to page 187. Translation from English into French of easy sentences and paragraphs. Sight translation from modern French authors. Special study of the following selections:

LAMENNAIS, *Paroles d'un Croyant*, Chaps. VII and XVII; PERRAULT, *Le Maître Chat ou Le Chat Botté*; DUMAS, *Un Nez Gelé*, and *La Pipe de Jean Bart*; ALPHONSE DAUDET, *La Dernière Classe*, and *La Chèvre de M. Seguin*; LEGOUVÉ, *La Patte de Dindon*; POUVILLON, *Hortibus*; LOTI, *Chagrin d'un Vieux Forçat*; MOLIERE, *L'Avare*, Acte III, Sc. 5 (*Est-ce à votre Cocher . . . sous la mienne*); VICTOR HUGO, *Waterloo*, Chap. IX; ROUGET DE L'ISLE, *La Marseillaise*; ARNAULT, *La Feuille*; CHATEAUBRIAND, *L'Exilé*; THÉOPHILE GAUTIER, *La Chimère*; VICTOR HUGO, *Extase*; LAMARTINE, *L'Automne*; DE MUSSET, *Tristesse*; SULLY PRUDHOMME, *Le Vase Brisé*; LA FONTAINE, *Le Chêne et le Roseau*.

French texts for 1908: Meilhac et Halevy: *L'Eté de la Saint Martin*.

14. *German*: High School German Grammar and Reader. Translation from English into German of easy sentences and para-

graphs. Sight translation from modern German authors. Special study of the following selections:

GRIMM, Rotkaeppchen; ANDERSON, Wie's der Alte macht, Das neue Kleid, Venedig, Rothschild, Der Baer; ERTL, Himmelsschlüssel; FROMMEL, Das eiserne Kreuz; BAUMBACH, Nicotiana, Der Goldbaum; HEINE, Lorelei, Du bist wie eine Blume; UHLAND, Schaefer's Sonntagsglied, Das Schloss am Meer; CHAMISSO, Das Schloss Boncourt; CLAUDIUS, Die Sterne, Der Riese Goliath; GOETHE, Mignon, Erlkoenig, Der Saenger; SCHILLER, Der Juengling am Bache.

German Texts for 1908: LEANDER, Traumereien, pages 45 to 90. (Selected by Van Daell.)

The *obligatory* subjects of this standard are: Reading, English Composition, English Literature, History, English Grammar and Rhetoric, Animal Life, Geometry, and Arithmetic and Mensuration.

The *optional* subjects of this standard are: Physical Science, Algebra, Chemistry, Latin, French and German.

The *examination* subjects for a Standard VII diploma are: English Composition, English Literature, History, English Grammar and Rhetoric, Geometry, Animal Life, Arithmetic and Mensuration, and any three of the following: Algebra, Physical Science, Chemistry, Latin, French or German.

(NOTE.—Students desiring standing equivalent to matriculation must select for examination the languages and other subjects prescribed therefor by the university.)

Standard VIII.

1. *Reading:* A general knowledge of the subject-matter of the books prescribed for general reading.

Books prescribed for 1908: Browning: Shorter Poems (Macmillan's Pocket American and English Classics); Macaulay: Essay on Warren Hastings (Cassell's National Library); Scott: The Talisman (Nelson's Six-Penny Classics).

2. *English Composition:* Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation, or division into paragraphs will not be accepted at examination. Instruction in the principles of rhetoric should be given in connection with this study.

3. *English Literature:* A thorough study of the subject-matter, structure and language of each prescribed selection. Memorization of choice passages.

Texts for 1908: Shakespeare: Coriolanus (Rolfe's Edition); Milton: Paradise Lost, Book II (Macmillan's Pocket American and English Classics); Goldsmith: The Traveller (Pocket Series of English Classics); Eliot: Silas Marner (Macmillan's Pocket American and English Classics).

4. *English Language and History of Literature:*

Text books: Lounsbury's English Language, Part 1, revised edition; Gummere's Handbook of Poetics (Ginn & Co.); Halleck's History of English Literature; Chapters I to VIII inclusive (American Book Company).

5. *History*:

Text books: Bagehot, *The English Constitution* (Kegan, Paul, Trench & Co.); Cunningham's *Outlines of English Industrial History* (The Macmillan Co.); Myers' *General History—Modern Age* (page 486).

6. *Algebra*: C. Smith's *Elementary Algebra* (The Copp, Clark Co.).

7. *Geometry*: Euclid, Books I, II, III, IV; definitions of Book V; propositions 1, 2, 3, A, 4, 33 of Book VI; deductions.
Text book: Todhunter and Loney (The Copp, Clark Co.).

8. *Trigonometry*: Murray's *Plane Trigonometry and Tables* (Longmans & Co.).

9. *Chemistry*: *Inorganic Chemistry*,—Remsen's *Briefer Course* (Henry Holt & Co.).

10. *Physical Science*: *The Elements of Physics*.

Text book: *High School Physical Science*, Part II, Revised Edition (Copp, Clark Co.).

11. *Latin*: (with History).

(1) *Authors*—

Latin Texts for 1908: Horace: Ode I, omitting 5, 13, 19, 25 and 33; CICERO: *In Catilinam* II, and *Pro Marcello*.

(2) *Grammar*—

BENNET: with special reference to Parts I to IV.

Composition—BRADLEY: *Arnold's Latin Prose Composition*.

(3) *History*—BOTSFORD: *History of Rome*. (Morang & Co.)

12. *French*:

(1) *Grammar and Composition*. Dictation and sight translation. *High School French Grammar*. A study of the irregular verbs and pages 187 to 336 inclusive, with associated exercises.

(2) An examination on Texts prescribed:

French Texts for 1908: LABICHE AND MARTIN: *La Poudre aux Yeux* (Heath and Co.); EDMOND ABOUT: *Le Roi des Montagnes*. Siepnann's French Series. (Macmillan and Co.).

13. *German*:

(1) *Grammar and Composition*. Dictation and sight translation. *High School German Grammar*.

(2) An examination on Texts prescribed.

German Texts for 1908: BAUMBACH: *Der Schweigersohn* (Heath & Co.); FREYTAG: *Die Journalisten* (American Book Co.).

The *obligatory* subjects of this standard are: Reading, English Composition, English Literature, English Language and History of Literature, History and Trigonometry.

The *optional* subjects of this standard are: Algebra, Geometry, Chemistry, Physical Science, Latin, French and German.

The *examination* subjects for a Standard VIII Diploma are: English Composition, English Literature (two papers), English Language and History of Literature, History, Trigonometry, *either* Physical Science *or* Chemistry, and any *two* of the following: Algebra, Geometry, Latin, French or German.

(NOTE.—Students desiring university standing equivalent to the first year must select for examination the languages and other subjects prescribed therefor by the university.)

NORMAL SCHOOLS.

1. Before being granted a card of admission to a Normal School every applicant for training shall hold or be entitled to a Standard VI, VII or VIII diploma.

2. No card of admission shall be granted until the applicant has submitted to the Department a certificate of moral character signed by a clergyman or some other responsible person.

3. Applicants for admission shall submit certificates to show that in the case of females they are over sixteen years of age and in the case of males over eighteen.

4. Any person who holds a card of admission and fails to be present on the opening day of the session shall forfeit his right to attend.

5. Teachers in training for first and second class certificates shall during the third week of the session pass an examination on the book or books prescribed:

1908.—First class, Spencer's "Education."

Second class, Quick's "Educational Reformers."

COURSE OF STUDIES.

The course of studies for the training of teachers for the different grades of certificates shall be as follows:

Third Class Certificates.

1. *Pedagogy*: An outline study of the general principles underlying the art of teaching; application of these principles to teaching and government.

2. *School Management*: School organization, discipline, school tactics, classification of pupils, promotions, types of schools, etc. Text: White's School Management.

3. *School Law and Regulations*: Such portions of the School Ordinances and Regulations of the Department of Education as apply especially to teachers and pupils. Text: School Ordinances; Regulations of the Department.

4. *School Hygiene*: Topics relating to school work.

5. *Methods*: Lectures on methods of teaching each subject on the programme of studies prescribed for public schools. Text: Tilley's *Methods in Teaching*.

6. *Practice in Teaching*: Planning of lessons and practice teaching under supervision.

7. *Drawing*: Prang's New Graded Course for Canadian Schools.

8. *Music*: The King Edward Music Readers (First).

Second Class.

Psychology: Its relation to pedagogy; conditions, processes, and laws of mental development; its value to the teacher in the art of education. Text: Gordy's *New Psychology*.

School Management: Function of the school; school organization; discipline; school incentives; programmes; examinations, etc. Text: White's *School Management*.

School Law: Such portions of The School Ordinances and Regulations of the Department of Education as apply especially to teachers and pupils. Texts: The School Ordinances; Regulations of the Department of Education.

Methodology: Lectures on the presentation of each subject in the Course of Studies. Text: Tilley's *Methods in Teaching*.

Practice in Teaching: Planning of lessons; teaching under supervision.

School Hygiene: Lectures on personal and school hygiene; physical exercises; adaptation of exercises.

Music and Drawing: Theoretical and practical instruction. Texts: Prang's New Graded Course in Drawing for Canadian Schools. King Edward Music Readers (First and Second).

Manual Training: Practical instruction in modelling and constructive work, including blackboard drawing.

First Class.

Philosophy of Education: Nature, form and limits of education; education in its special elements—physical, intellectual and volitional training; particular systems. Text: Tompkins' *Philosophy of Teaching*.

History of Education: Leading systems of education; eminent educators. Text: Painter's *History of Education*.

Psychology: Scope of psychology; its relation to pedagogy; growth of consciousness as represented by attention, sensation perception, association, imagination, memory, etc.; discussion of fundamental pedagogic principles and their psychologic bases. Text: Halleck's *Psychology and Psychic Culture*.

School Management: Function of the school; school organization; discipline; incentives; courses of study; examinations, etc. Text: Tompkins' School Management.

School Law: A general knowledge of the School Ordinances and Regulations of the Department of Education.

Methodology: Lectures on the method of presentation of each subject on the course of studies.

Practice in Teaching: Planning of lessons; teaching under supervision.

School Hygiene and Sanitation: Lectures.

Theoretical and Practical Instruction in Music and Drawing. Texts: Prang's New Graded Course in Drawing for Canadian Schools. King Edward Music Readers (First and Second).

Manual Training: Practical instruction.

Reference Books for Normal Schools.

Science and Philosophy of Education: Boone's Science of Education; Horne's Philosophy of Education.

Psychology and Pedagogy: Dexter and Garlick's Psychology in the School-room; Sully's Teacher's Handbook of Psychology; Whites' Elements of Pedagogy.

School Management: Fitch's Lectures on Teaching; Miller's School Management.

History of Education: Davidson's History of Education; Kemp's History of Education.

Methods: Smith's Systematic Methodology; Hinsdale's "How to Study and Teach History"; Chubb's "The Teaching of English"; De Garmo's "Essentials of Method."

Drawing: Augsburg's "Drawing Books I, II and III"; Prang's "Text Books of Art Education"; Emery's "How to Enjoy Pictures"; Lucy Crane's "Art and Formation of Tastes."

Music: Normal Music Course (Silver, Burdett & Co.); King Edward Music Reader; Eleanor Smith's Music Series.

Physical Culture: Bancroft's School Gymnastics.

Hygiene: Shaw's School Hygiene; New Century Series of Anatomy, Physiology and Hygiene, Nos. 2, 3, 4, 5.

Writing: Jackson's Theory and Practice of Handwriting.

Manual Training: Plastic Methods for Plastic Minds, Harbutt; Construction Work, Worst; Working Drawings of Models in Sloyd, Larson; Progressive Lessons in Needlework, Johnson; How to Make Baskets, White; Hand Loom Weaving, Todd.

APPENDIX E.

AUTHORIZED TEXT BOOKS, STANDARDS I-V.

APPROVED, AUGUST, 1903.

Readers: The Ontario Readers, Part I, Part II, Second, Third and Fourth (The Canada Publishing Co.); The New Canadian Reader, Book V (W. J. Gage & Co.); The Dominion Readers, First (Part I, Part II), and Second—these are optional for Roman Catholic Separate Schools; Bilingual Series, First (Part I, Part II) and Second Readers—these are optional in schools where French is the vernacular, German Readers, Ahn's First and Second German Books.

Supplementary Readers: Standard I (Part I), Appleton's First Reader; (Part II), Sea Side and Wayside No. 1 (Animal Life), Bass' Nature Stories for Young Readers (Plant Life), Scudder's Verse and Prose for Beginners (No. 59 R.L.S.). Standard II, Sea Side and Wayside No. 2, Fables and Folk Stories (Nos. 47, 48, R.L.S.). Standard III, Seaside and Wayside No. 3, Selections from Child Life in Poetry (No. 70, R.L.S.). Standard IV, John Burrough's Birds and Bees (No. 28, R.L.S.), Dickens' Christmas Carol (No. 57, R.L.S.). The use of supplementary readers is optional in all schools.

Copy Books: Gage's Practical System of Vertical Writing.

Arithmetic: Kirkland and Scott's Elementary Arithmetic, revised and enlarged edition.

Grammar: Goggin's New Elementary Grammar.

Geography: The New Canadian Geography, North-West Territories edition.

History: Clement's History of Canada; Buckley and Robertson's High School History of England.

Agriculture: Agriculture by C. C. James and McIntyre.

Geometry: Hill's Lessons in Geometry.

Algebra: C. Smith's Elementary Algebra.

Book-keeping: Black's Public School Book-keeping.

Drawing: Prang's New Graded Course in Drawing for Canadian Schools, Books I and II.

Music: The Normal Music Course, First and Second Readers, revised and enlarged; First Series of Charts, Second Series of Charts.

APPENDIX F.

THE RHODES SCHOLARSHIPS.

The trustees of the will of the late Mr. Cecil Rhodes issue the following memorandum for the information of educational authorities and intending candidates for scholarships in Canada:

The election of scholars in Canada under the Rhodes bequest will take place each year during the month of January. The scholars will begin residence at Oxford in October of the year for which they are elected.

Each scholarship is tenable for three years, and is of the value of £300 per annum.

Candidates shall be British subjects and unmarried. They must have passed their nineteenth, but not have passed their twenty-fifth birthday, on October 1st of the year for which they are elected.

An elected scholar must have reached at least the end of his sophomore or second year's work at some recognized degree-granting University or College of Canada.

Candidates may elect whether they will apply for the Scholarship of the Province in which they have acquired any considerable part of their educational qualifications, or for that of the Province in which they have their ordinary private domicile, home or residence. They must be prepared to present themselves for examination or election in the Province they select. No candidate may compete in more than one Province, either in the same or in successive years.

Only candidates who have passed an equivalent to the Oxford Responsions Examination including Greek or those who are exempted from Responsions by the Colonial Universities' Statute, are eligible for election.

NOTE.—The Colonial Universities' Statute provides that any University in the British Dominions may apply to Oxford University to be admitted to the privileges of the Statute. If the application is accepted, students who have taken a full course for two years at the Colonial University, are admitted to advance standing at Oxford, and are excused from Responsions.

To aid in making a choice each qualified candidate is required to furnish to the Chairman of the Committee of Selection—

- (a) A certificate of age;
- (b) A full statement of his educational career at School and College; his record in athletics, and such testimonials from his masters at School and his professors at College, in reference to the qualities indicated by Mr. Rhodes, as will assist the judgment of the Committee of Selection.

Each candidate should personally present himself to the Committee of Selection before a final decision is made, unless specially excused by the Committee itself, in which case a statement of the reasons should be sent to the Trustee.

The Scholarship will be paid in four quarterly instalments the first on beginning residence at Oxford, and thereafter terminally on the certificate of the College that the work and conduct of a student have been satisfactory. Without such a certificate the Scholarship lapses.

For the information of students who are not excused from Responsions under the regulations contained in the foregoing memorandum, the following particulars regarding this examination are given:

EXTRACTS FROM MR. RHODES' WILL.

The following extracts from Mr. Rhodes' will, which indicate the purpose of the scholarships, will doubtless be of interest:

Whereas, I consider that the education of young colonists at one of the universities in the United Kingdom is of great advantage to them for giving breadth to their views, for their instruction in life and manners, and for instilling into their minds the advantage to the colonies as well as to the United Kingdom of the retention of the unity of the Empire; and whereas, in the case of young colonists studying at a University in the United Kingdom, I attach very great importance to the university having a residential system such as is in force at the universities of Oxford and Cambridge, for without it those students are, at the most critical period of their lives, left without any supervision; and whereas, there are at the present time fifty or more students from South Africa studying at the University of Edinburgh, many of whom are attracted there by the excellent medical school, and I should like to establish some of the scholarships hereinafter mentioned in that university, but owing to its not having such a residential system as aforesaid, I feel obliged to refrain from doing so; and whereas, my own university, the University of Oxford, has such a system, I suggest that it should try to extend its scope so as, if possible, to make its medical school at least as good as that at the University of Edinburgh; and whereas, I also desire to encourage and foster an appreciation of the advantages which I implicitly believe will result from the Union of the English-speaking peoples throughout the world, and to encourage in the students from the United States of America, who will benefit from the American scholarships to be established for the reason above given at the University of Oxford under this my will, an attachment to the country from which they have sprung, but without, I hope, withdrawing them or their sympathies from the land of their adoption or birth: Now, therefore, I direct my trustees as soon as may be after my death, and either simultaneously or gradually as they shall find convenient, and if gradually, then in such order as they shall think fit, to establish for male students the scholarships hereinafter directed to be established, each of which shall be of the yearly value of £300, and be tenable at any college in the University of Oxford for three consecutive academical years.

My desire being that the students who shall be elected to the scholarships shall not be merely bookworms, I direct that in the election of a student to a scholarship regard shall be had to (i) his literary and scholastic attainments, (ii) his fondness of and success in many outdoor sports, such as cricket, football, and the like; (iii) his qualities of manhood, truth, courage, devotion to duty, sympathy for the protection of the weak, kindliness, unselfishness, and fellowship; and (iv) his exhibition during school days of moral force of character and of instincts to lead and to take an interest in his school mates, for those latter attributes will be likely in after life to guide him to esteem the performance of public duties as his highest aim. As mere suggestions for the guidance of those who will have the choice of students for the scholarships, I record that (i) my ideal qualified student would combine these four qualifications in the proportions of three-tenths for the first, two-tenths for the second, three-tenths for the third and two-tenths for the fourth qualifications, so that, according to my ideal, if the maximum number of marks for any scholarship were 200 they would be apportioned as follows: Sixty to each of the first and third qualifications and forty to each of the second and fourth qualifications; (ii) the marks for the several qualifications would be awarded independently as follows (that is to say): The marks for the first qualification by examination, for the second and third qualifications, respectively, by ballot by the fellow student of the candidates, and for the fourth qualification by the head master of the candidates' school; and (iii) the results of the awards (that is to say, the marks obtained by each candidate for each qualification) would be sent as soon as possible for consideration to the trustees or to some person or persons appointed to receive the same, and the person or persons so appointed would ascertain by averaging the marks in blocks of twenty marks each of all candidates the best ideal qualified students.

No student shall be qualified or disqualified for election to a scholarship on account of his race or religious opinions.

Except in the case of the four schools hereinbefore mentioned, the election to scholarships shall be by the trustees, after such (if any) consultation as they shall think fit with the minister having the control of education in such colony, province, state or territory.

A qualified student, who has been elected as aforesaid shall, within six calendar months after his election or as soon thereafter, as he can be admitted into residence, or within such extended time as my trustees shall allow, commence residence as an undergraduate at some college in the University of Oxford.

The scholarships shall be payable to him from the time when he shall commence such residence.

I desire that the scholars holding the scholarships shall be distributed among the colleges of the University of Oxford, and not resort in undue numbers to one or more colleges only.

Notwithstanding anything hereinbefore contained, my trustees may, in their uncontrolled discretion, suspend for any such time as they shall think fit, or remove any scholar from his scholarship.

In order that the scholars, past and present, may have opportunities of meeting and discussing their experiences and prospects, I desire that my trustees shall annually give a dinner to the past and present scholars able and willing to attend, at which I hope my trustees, or some of them, will be able to be present, and to which they will, I hope, from time to time invite as guests persons who have shown sympathy with the views expressed by me in this my will.

APPENDIX G.

EXAMINATIONS, 1907.

STANDARD V.

GEOGRAPHY.

TIME—TWO HOURS.

EXAMINERS { W. H. THOMPSON, B.A.
J. W. BROWN, B.A.*Values*

- 8 1. (a) What are the causes that influence the climate of a country? What is the effect of each?
- 8 (b) Apply them, as far as you can, to account for the differences between the climate of British Columbia and that of the prairie provinces.
- 25 2. Draw a map of the three prairie provinces, and on it indicate the inter-provincial boundaries, the borders of the three prairie steppes, the chief rivers and lakes, the trunk lines of C.N.R. and C.P.R., the cities, the prairie and wooded areas, the chinook belt.
- 4 3. By at least four illustrations taken from different parts of North America show how natural resources determine the occupations of the people.
- 2 4. (a) What are the purposes of the lines of longitude on maps?
- 3 (b) Rio Janeiro, which is at 23.2° S. lat. is in the same longitude as the south coast of Greenland, whose latitude is 60° N. If the circumference of the earth is 24,930 miles, how far is Rio Janeiro from Greenland?
- 3 5. (a) Show the value of shallow coastal waters to countries bordering on the ocean. Illustrate by reference to different parts of the world.
- 10 (b) Write of the five races of mankind, their mode of life, dress, progress, distribution.
- 12 6. Compare Argentina and Australia under these heads: (i) latitude, (ii) general physical features, (iii) soil, (iv) climate, (v) industries.

- 10 **7.** (a) Name and locate the British possessions in the western hemisphere. Give the leading exports of each.
- 4 (b) Show briefly to what extent Britain is benefited commercially by her colonies.
- 11 **8.** Sketch the coast of Europe from the north of Norway to the Bosphorus. Represent the following: Constantinople, St. Petersburg, Venice, Paris, Malta, Naples, Rhone, Rhine, Pyrenees, The Hague, Athens, Hamburg, Gibraltar, Trondhjem.

STANDARD V.

NATURE STUDY AND AGRICULTURE.

TIME—TWO HOURS.

EXAMINERS { J. W. BROWN, B.A.
 G. F. ELLIS, B.A.

Values

- 3 **1.** (a) Name the parts of a plant.
- 4 (b) Why do leaves curl, or roll up, in dry weather?
- 4 (c) What do plants obtain from the air? Give a reason why the stomata should not be called "breathing pores."
- 6 **2.** Of what use are thorns to the rose, silky hairs to the silver weed, and tendrils to the everlasting pea?
- 6 **3.** (a) Name the edible parts of the following plants: wheat, turnip and potato.
- 6 (b) Describe their methods of reproduction.
- 3 (c) Classify them as to duration.
- 6 **4.** (a) Name and describe an annual and a perennial plant known as noxious weeds.
- 4 (b) Explain how to eradicate each.
- 4 **5.** (a) Which is the more useful plant for improving the soil, clover or timothy? Why?
- 4 (b) Name some principles to be observed in securing a proper rotation of crops.
- 4 **6.** (a) Give what you consider the principal reason why the farmers in Alberta should summer fallow.
- 6 (b) Describe a good method of doing it.
- 6 (c) If after a heavy rainfall the surface is found to be packed or crusted, what should be done? Why?
- 4 **7.** (a) Why are vast areas in the Canadian West destitute of trees?
- 6 (b) State the principal benefits of forests.

- 4 (c) Name two shade trees suitable for planting on your school grounds, giving reasons for your selection.
- 8 8. (a) What are the characteristic colors or markings of Shorthorn, Hereford, Galloway and Holstein cattle, respectively?
- 2 (b) From these select the best dairy breed.
- 4 (c) Name the principal dairy products.
- 6 9. How do (i) flies, (ii) hawks, (iii) wolves protect themselves from their enemies?

STANDARD V.

GEOMETRY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { P.H. THIBAudeau, B.A.
J. ROSS, B.A.

Values

- 5 1. (a) How many faces, edges, corners has each of the following solids: sphere, cube, cylinder, hemisphere, cone?
- 5 (b) Define and give examples of: body, surface, line, point, figure.
2. (a) Draw a line parallel to a given line:
- 4 (i) With ruler and compass.
- 2 (ii) With ruler and triangle.
- 4 (b) Illustrate and explain the addition and subtraction of lines.
- 3 3. (a) What is the greatest possible number of straight lines that can be drawn through four points? Illustrate your answer.
- 3 (b) Draw three unequal circles so that the centre of each shall lie on the circumference of one of the others.
- 4 (c) What is meant by (i) drawing to a scale, (ii) reducing factor?
- 5 4. (a) Construct an angle equal to a given angle.
- 5 (b) Define and illustrate the following angles: complementary, supplementary, adjacent, exterior-interior, alternate-interior.
- 4 (c) A man walks two miles, then turns to his right through a right angle and walks three miles, then turns to his left through a right angle and walks a mile. Draw a plan and find by means of a simple scale his distance from his starting point.
- 6 5. (a) Two triangles are equal if two sides and the included angle of one are equal, respectively, to two sides and the included angle of the other.

- 3 (b) Knowing what other parts can we prove two triangles are equal?
- 2 (c) Distinguish between a theorem and a problem giving the parts of each.
- 5 6. (a) Every point in the bisector of an angle is equidistant from the lines forming the angle.
- 5 (b) A man 75 ft. from the bank of a stream finds that a tree on the opposite bank subtends an angle of 45° . At the bank this angle is 60° . How high is the tree?
- 5 7. (a) Name according to sides five polygons.
- 2 (b) Give the rule for the sum of the angles of a polygon.
- 2 (c) Define trapezoid, trapezium.
- 3 (d) State three properties of parallelograms that you have learned from the theorems studied.
- 5 8. (a) The perpendicular erected at the middle point of a chord passes through the centre of the circle.
- 3 (b) Describe a circle with a radius of two inches which shall pass through two points A and B 3 in. apart.
- 10 9. (a) An inscribed angle is equal to half the angle at the centre which intercepts the same arc.
- 2 (b) Make an arc equal to 225° .
- 3 (c) Find the radius of a circle if the circumference is 10^m .

STANDARD V.

COMPOSITION.

TIME—TWO HOURS.

EXAMINERS { G. E. ELLIS, B.A.
JOHN ROSS, B.A.*Values*

1. "On the third day after the action the dead were buried in the naval churchyard; the ceremony was made as public and as solemn as the occasion required. A subscription was opened on the day of the funeral for the relief of the sufferers, and collections in aid of it throughout all the churches in the kingdom. A public monument was erected upon the spot where the slain were gathered together. This appeal to the feelings of the people was made with circumstances which gave it full effect. A monument was raised in the midst of the church; young maidens, dressed in white, stood around it; and a suitable oration was delivered from the pulpit."
- 5 (a) What principle of the paragraph is violated in the above extract?

- 10 (b) Re-write the paragraph correctly.
2. Wanted—
A good smart boy or girl for office, reference necessary.
Apply to J. N. Avery, Edmonton, Alberta.
- 15 (a) Write an application for the above position inclosing
a reference. (Use fictitious names.)
- 5 (b) Rule a space for envelope and address it.
3. The leper raised not the gold from the dust;
"Better to me the poor man's crust,
Better the blessing of the poor
Though I turn me empty from his door;
There is no true alms which the hand can hold;
He gives nothing but worthless gold
Who gives from a sense of duty."
- 5 (a) State in a few words the subject of the above passage.
- 10 (b) Paraphrase the passage.
- 50 4. Write about 40 lines on one topic from the following:
(1) The Story of David Swan.
(2) King Richard and Robin Hood.
(3) The Siege of Arcot.
(4) A snow storm.
(5) A hockey match.

STANDARD V.

DRAWING.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { J. W. BROWN, B.A.
J. ROSS, B.A.

NOTE.—*Use drawing paper in sheets of convenient size without
folding one sheet for each drawing.*

Values

- 14 1. Make a complete drawing of the group. [*The presiding
examiner will place a table with a broom leaning
against it and a dust pan in an upright position sup-
ported by a leg of the table.*]
- 10 2. Make geometric views of the table, using a suitable scale.
Indicate the scale used. [*Candidates will use instru-
ments. The presiding examiner will give the candi-
dates the dimensions of the table.*]
- 13 3. Design a wall paper border using the conventionalized
wild rose or the fleur-de-lis.
- 10 4. Draw a pear, half a lemon and a bunch of cherries.
- 13 5. Draw the Union Jack, shading to indicate colors.

STANDARD V.

BRITISH AND CANADIAN HISTORY.

TIME—TWO HOURS.

EXAMINERS { G. E. ELLIS, B.A.
J. W. BROWN, B.A.*Values*

- 12 1. What changes in the occupation and mode of life of the Britons were brought about by (a) the Roman Invasion, (b) the Norman Conquest?
- 14 2. Give a brief account of any two of the following:
 (a) The events leading to the signing of the Great Charter.
 (b) Peace and progress during the reign of Elizabeth.
 (c) The cause of the revolution of 1688 and its result.
 (d) Discuss the attitude of England towards her American Colonies previous to the Declaration of Independence.
- 12 3. Sketch Cromwell's career during the Commonwealth.
- 9 4. With what event is each of the following connected?
 Richard I, Simon de Montfort, Wat Tyler, Guy Fawkes, Wilberforce and Florence Nightingale.
- 12 5. Describe the political, religious and industrial conditions of Canada under Frontenac's rule, showing wherein he was well fitted for his work and where he erred.
- 7 6. (a) Describe briefly our Federal form of Government stating the duties of each body.
 7 (b) Over what matters have the Federal and Provincial Governments respectively control? What gave them this control?
- 12 7. Name the important event with which each of the following was connected, showing how Canada was affected by each:
 Lord Ashburton, Laura Secord, General Middleton and Hon. A. B. Aylesworth.
- 15 8. Name five of the most important industrial movements which have taken place during recent years and show wherein their importance lies.

STANDARD V.

GRAMMAR.

TIME—TWO HOURS.

EXAMINERS { W. H. THOMPSON, B.A.
G. E. ELLIS, B.A.*Values*

35. 1. Lastly—take the Art of Building—the *strongest*—proudest—most orderly—most enduring of the arts of man, *that* of which the produce is in the surest manner accumulative, and need not perish, or be replaced; *but if* once well *done* will stand more strongly than the unbalanced rocks—more prevalently than the crumbling hills. The *art* which is associated with all civic pride and sacred principles; with which men record their power—satisfy their enthusiasm—make sure their defence—define and make dear their habitation. *And*, in six thousand years of building, what have we done? Of the greater part of all that skill and strength, *no* vestige is left, but fallen stones, that encumber the fields and impede the streams. But from this waste of disorder, and of time, and of rage, what *is* left to us? Constructive and progressive *creatures*, that we are, with ruling brains and forming hands, capable of fellowship and thirsting for fame, can we not contend, in comfort, with the insects of the forest, or, *in* achievement, with the worm of the sea? The white surf rages in vain against the ramparts built by poor atoms of scarcely nascent life; but only ridges of formless ruin mark the places where once dwelt our noblest multitudes. The ant and the moth have cells for each of their young, but our little ones lie in festering heaps, in homes that consume them like graves; and night by night, from the corners of our streets, rises up the cry of the homeless—"I was a stranger, and ye took me not in."

- (a) Describe the grammatical duties discharged by the italicized words in the extract.
- (b) Illustrate as far as possible from the extract the different kinds of subordinate clauses, telling the kind and relation of each clause selected.
- (c) Illustrate from the extract the different uses of phrases, and in each case tell the kind and relation of the phrase.
- (d) What is the relation of "I was a stranger, and ye took me not in?"
- (e) Classify fully, with reasons, the sentences in the extract.

- 3 2. (a) How do you account for the different modes of comparing adjectives?
- 3 (b) Explain what is indicated by each of the degrees of an adjective.
- 3 (c) Give the uses of "shall" and "will."

- 9 3. (a) Distinguish clearly the meanings of the following:
 (i) He went home; he has gone home; he is gone home; he had gone home.
 (ii) He will go home; he shall go home; he will have gone home.
 (iii) He goes home; he is going home.
- 3 (b) What is meant in grammar by *law* or *rule*?
 Whence do the laws of grammar derive their force and authority?
- 4 4. (a) Explain and show by examples the advantages of using (i) compound and (ii) complex sentences instead of simple sentences, (iii) the passive voice instead of the active voice.
- 10 (b) Explain and give examples (in sentences) of *cognate objects*, *reflexive pronoun*, *notional verb*, *relational verb*, *gerund*.
- 6 (c) When a sentence containing both a direct and an indirect object is turned into the passive voice, what becomes of the objects? Illustrate in two ways.
- 10 5. Examine the following sentences and improve them where you can, with reasons:
 (i) I doubt if he will come.
 (ii) The exertions of this man have done more toward the building up of our schools than any other man.
 (iii) She had to soon go home.
 (iv) The president, whom they said, was expected to have been present was out of town.
 (v) England will only remain a world-power so long as she holds command of the sea.
- 6 6. (a) Give the possessive form of—Inspector of schools; Jones, Brown & Co.; fathers-in-law; Burns; Edward VII; two hours; justice; Friday afternoon.
- 8 (b) Give the principal parts of *lie* and *lay*, *sit* and *sat*. Distinguish the uses of each pair.

STANDARD V.

ARITHMETIC.

TIME—THREE HOURS.

EXAMINERS { J. ROSS, B.A.
G. E. ELLIS, B.A.*Values*

- 18 1. Explain the meaning of the terms: Notation, numeration, composite number, insurance premium, commission merchant, trade discount.

2. Add, six thousandths, twenty-three and twenty-three hundredths, seven and seven tenths, eighty-six and one hundred and five thousandths, and multiply the sum by one and five tenths. (Use only decimals.)
12
3. A boy had a certain number of marbles. He lost 1-5 of them and then won 12; he then lost 1-5 of what he had, and again gained 12. He then had 92. How many had he at first?
15
4. In the subway in New York City 9733 cu. yd. of brick were used. Taking the size of the brick as $8\frac{1}{4}$ in. x 4 in. x 2 in; how many bricks were used?
15
5. Find the date of maturity, the term of discount, the bank discount and the proceeds of a 60 day note, without interest, for \$1200, dated Oct. 14, and discounted November 6 at 6%.
20
6. If A cuts $2\frac{1}{2}$ cords of wood in $7\frac{1}{2}$ hours, and B $3\frac{1}{2}$ cords in $8\frac{3}{4}$ hours, how long will it take the two together to cut enough wood to make a pile 170 ft. long, 4 ft. wide and 6 ft. high?
15
7. Which is the better and by how much: A salary of \$1,500 per year, or a commission of 25% of the net profits on a sale of goods which cost \$60,000, 60% of which sold at a profit of 25% and the remainder at a profit of 10%?
15
8. A house that cost \$5,000 is assessed at \$2,800, and the tax rate is 2%; it is insured for three-fourths of its cost, at a rate of $\frac{3}{4}$ of 1 per cent. What must be the monthly rental to pay 6 per cent. on the investment?
20
9. I bought a chainless bicycle at \$98. If the retail merchant made a profit of 28 4-7% on what the wheel cost him, find the actual cost of the wheel to the manufacturer who made a profit of 20% on the sale.
20

STANDARD V.

ORTHOEPY AND SPELLING.

TIME—ONE HOUR.

EXAMINERS { G. E. ELLIS, B.A.
P. H. THIBAudeau, B.A.

Values

1. Write the passage dictated by the presiding examiner:
30 (New Canadian Reader, Book V, page 388, "Passing by all these . . . in politics.")

NOTE.—*This is not to be seen by the candidates. It is to be read to them three times, the first time to enable them to gather the meaning; the second time to enable them to write the words; the third time for review. Candidates are not permitted to re-write the passage.*

2. (a) Divide the following words into syllables and mark the accents: municipal, leisurely, illustrate, discipline, deficit, advertise, commandant.
- 3 (b) Mark the accent of the following words when used as (1) nouns, (2) verbs: address, contest, prefix.
3. By means of sentences show the difference in meaning of the following words: few, less; further, farther; want, need; bring, fetch; reputation, character.
4. From each of the following primitives form two derivatives by the addition of suffixes, and show the force of the suffix in each case: boy, false, friend, here.
- 3 5. (a) Write in full the following abbreviations:
A.M., Esq., C.O.D.
- (b) Write abbreviations for the following:
4. ~~For~~ Merchandise, in the year of our Lord, last month, by the way of.

STANDARD V.

LITERATURE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { P.H. THIBAudeau, B.A.
W. H. THOMPSON, B.A.

Values

1. "I am become a name,
For always *roaming* with a *hungry heart*,
Much have I seen and known—cities of men
And manners, *climates*, councils, governments,
Myself not least, but honor'd of them all—
And *drunk delight of battle* with my *peers*
Far on the *ringing plains* of windy Troy.
I am a part of all that I have met;
Yet all experience is an arch wherethro'
Gleams that untravell'd world whose margin fades
For ever and for ever when I move.
How *dull* it is to pause, to *make an end*,
To rest unburnish'd, not to shine in use!
As though to breathe were life. Life piled on life
Were all too little, and of one to me
Little remains; but every hour is saved
From *that eternal silence*, something more,
A bringer of new things; and vile it were
For some *three suns* to *store* and *hoard* myself
And this *gray spirit* yearning in desire
To follow knowledge like a sinking star
Beyond the utmost bound of human thought.
- 5 (a) Who speaks? To whom? Outline briefly the story of his life up to this point, and account for his restlessness and discontent.

- 5 (b) Give in short form the part of his speech which precedes this extract and that which follows it.
- 5 (c) What characteristics of the man are exhibited in the poem as a whole. Specify by references—quotations where possible.
- 4 (d) Show in detail from the extract to what personal experience she refers.
- 5 (e) Point out, with reasons, five of what seem to you the most striking expressions in the whole poem.
- 2 (f) What is the central idea of the poem?
- 9 (g) Make clear the meaning and force of the italicized portions of the extract.

2. Name the poem from which each of the following is taken, and give the relation of the thought of the extract to the central thought of the whole poem.

- 4 (a) "The Holy Supper is kept indeed
In whatso we share with another's need."
- (b) "My own dim life should teach me this
That life shall live for evermore,
Else earth is darkness at the core,
And dust and ashes all that is."
- 4 (c) "Men have no faith in fine spun sentiments
Who put their trust in bullocks and in beeves."
- 4 (d) "The old order changeth yielding place to new."
- 4 (e) "Jewels are baubles; 'tis a sin
To care for such unfruitful things."

3. "The court ne cart, I like ne loath;
Extremes are counted worst of all;
The golden meane betwixt them both
Doth sures' sit, and fears no fall;
This is my choyce, for why I finde,
No welth is like a quiet minde."

- 5 (a) Name five qualities that according to the poet will give peace of mind.
- 2 (b) Account for the spelling used.
- 4 (c) Explain: "court ne cart," "like ne loath," "extremes and golden meane," "sit and fall."
- 4 (a) Give the setting of the poem, "The Green Linnet," as to the time of the year, position and surroundings of the poet, and chief characteristics of the bird.
- 9 (b) Write a brief note of comparison on the poems, "Discontent" and "Contentment."
- 8 (c) Scan one line of each selection in questions 1, 2, 3 and 5.

5. "When plowmen ridge the *streamy brown*
And *yearning meadows* sprout to green,
And all the spires and towers of town
Blent soft with wavering mists are seen;

When *quicken'd woods* in freshening hue
 Along Mount Royal billowy swell,
 When *airs caress* and May is new,
 Oh then my shy bird sings so well!"

- 4 (a) What is the purpose of this stanza?
 4 (b) Show the suitability of the italicized.
 3 (c) What gives to Canadians a special interest in this poem?
6. Quote the speech following the line—
 "The leper raised not the gold from the dust."
 15 *or*
 Any three stanzas from "What is Time."
- 3 7. (a) What was the occasion of the speech "Canada and the Empire?"
 9 (b) What is the line of thought followed by the speaker?
8. "Is not a patron, my lord, one who looks with *unconcern* on a man struggling for life in the water, and, when he has reached the ground, *encumbers* him with help? The notice which you have been pleased to take of my labours, had it been early, had been kind, but it has been delayed until I am *indifferent* and cannot enjoy it, till I am *solitary* and cannot impart it, till I am known and do not want it. I hope it is no very *cynical asperity* not to confess obligations where no benefit has been received, or to be unwilling that the public should consider me as owing to a patron that which Providence has enabled me to do for myself."
- 5 (a) By whom and under what circumstances was this paragraph written?
 8 (b) What feelings prevail in this paragraph and in the letter?
 10 (c) Show the suitability and the force of the italicized.
 2 (d) Give from the extract an example of parallel construction.

STANDARD VI.

PEDAGOGY.

TIME—TWO HOURS.

EXAMINERS { G. J. BRYAN, B.A.
 W. H. THOMPSON, B.A.

Values.

- 14 1. "We can only interpret the language and actions of others in terms of our own states of consciousness." Justify the statement.
 13 2. Discuss the relative importance of associating names with (a) pictures of objects; (b) the objects themselves.

- 15 3. What is perception? Indicate the important part that it plays in the acquisition of knowledge.
- 10 4. Point out the advantage that accrues from the teacher's exercising himself in subjective analysis.
- 8 5. What is the main difference between mental and physical development?
- 2 6. Point out the educational values of the following subjects of study: grammar, mathematics, geography, history, literature.
- 20 7. With reference to character and conduct Lloyd Morgan says: "The task of the teacher is to aid him whom we would educate to reach right conceptions of an ideal self and an ideal community, and to foster an effective desire for their practical realization." Expand and explain.

STANDARD VI.

ENGLISH LITERATURE.

TIME—THREE HOURS.

EXAMINERS { J. F. BOYCE, B.A.
G. J. BRYAN, B.A.*Values*

1. And what is so rare as a day in June? 30
 Then, if ever, come perfect days;
 Then Heaven tries the earth if it be in tune,
 And over it softly her warm ear lays:
 Whether we look, or whether we listen,
 We hear life murmur, or see it glisten; 35
 Every clod feels a stir of might,
 An instinct within it that reaches and towers,
 And, groping blindly above it for light,
 Climbs to a soul in grass and flowers;
 The flush of life may well be seen 40
 Thrilling back over hills and valleys;
 The cowslip startles in meadows green,
 The buttercup catches the sun in its chalice,
 And there's never a leaf nor a blade too mean
 To be some happy creature's palace; 45
 And little bird sits at his door in the sun,
 Atilt like a blossom among the leaves,
 And lets his illumined being o'errun
 With the deluge of summer it receives;
 His mate feels the eggs beneath her wings, 50
 And the heart in her dumb breast flutters and sings;
 He sings to the wide world, and she to her nest,—
 In the nice ear of Nature which song is the best?
- 5 (a) What is the purpose of the poet in writing this poem?
- 5 (b) Show the relation of this extract to the theme.

- 6 (c) Comment upon the use of (i) figures of speech, (ii) artistic devices in the above extract.
- 6 (d) As types of character compare Sir Launfal with Sir Bedivere and Sir Galahad.
- 8 (e) What is the force of: (i) "if it be in tune," (ii) "climbs to a soul," (iii) "illumined," (iv) "nice?"
- 8 (f) State, with reasons, the lines that appear to you to be the most beautiful.
- 7 (g) Scan lines 30-33 inclusive. Comment upon the appropriateness of the rhyme scheme to the thought conveyed.

2. Such, in the fond illusion of my heart,
 Such picture would I at that time have made;
 And seen the soul of truth in every part,
 A steadfast peace that might not be betrayed.
 So once it would have been,—'tis so no more;
 I have submitted to a new control;
 A power is gone which nothing can restore;
 A deep distress hath humanized my soul.

.....
 Farewell, farewell the heart that lives alone,
 Housed in a dream, at distance from the kind!
 Such happiness, wherever it be known,
 Is to be pitied, for 'tis surely blind.
 But welcome fortitude and patient cheer,
 And frequent sights of what is to be borne!
 Such sights, or worse, as are before me here,—
 Not without hope we suffer and we mourn.

- 5 (a) What is the ethical lesson of the poem?
- 5 (b) How do the pictures presented in the poem throw light upon the lesson?
- 8 (c) What are the main characteristics of Wordsworth's style?
- 12 (d) Explain: "illusion," "new control," "a power is gone," "housed in a dream," "such happiness—is to be pitied." "not without hope we suffer and we mourn."

3. Complete the following quotations:

- 4 (a) "The old order changeth——"
- 4 (b) "One impulse from a vernal wood——"
- 7 (c) "Build thee more stately mansions——"

4. One of the promenaders I especially noticed. His beard was long and snowy, like that of the pilot. He had a staff in his hand, and his movement was very rapid. His body swung forward, as if to avoid something, and his glance half turned back over his shoulder, apprehensively, as if he were threatened from behind. The head and the whole figure were bowed as if under a burden, although I could not see that he had anything upon his shoulders; and his gait was not that of a man who is walking off the *ennui* of a voyage, but rather of a criminal flying, or of a startled traveller pursued.

As he came nearer to me in his walk, I saw that his features were strongly Hebrew, and there was an air of the proudest dignity, fearfully abased, in his mien and expression. It was more than the dignity of an individual. I could have believed that the pride of a race was humbled in his person.

His agile eye presently fastened itself upon me, as a stranger. He came nearer and nearer to me, as he paced rapidly to and fro, and was evidently several times on the point of addressing me, but, looking over his shoulder apprehensively, he passed on. At length, with a great effort he paused for an instant, and invited me to join him in his walk. Before the invitation was fairly uttered he was in motion again. I followed, but I could not overtake him. He kept just before me, and turned occasionally with an air of terror, as if he fancied I were dogging him; then glided on more rapidly.

His face was by no means agreeable, but it had an inexplicable fascination, as if it had been turned upon what no other mortal eyes had ever seen. Yet I could hardly tell whether it were, probably, an object of supreme beauty or of terror. He looked at everything as if he hoped its impression might obliterate some anterior and awful one; and I was gradually possessed with the unpleasant idea that his eyes were never closed—that, in fact, he never slept.

- 8 (a) Show clearly the connection of this extract to the remainder of the selection.
- 7 (b) Give a general topic for the extract and sub-topics for each paragraph.
- 15 (c) Criticize the first paragraph from the following stand-
points: choice of words, arrangement of sentences, artistic devices, unity, continuity.
- 10 (d) Comment upon the order of description and the appor-
tioning of space to details in the whole extract.
- 5 (e) Throughout the selection, how is interest secured and maintained?
- 5 (f) What was the author's purpose in writing "A cruise in the Flying Dutchman?"
- 10 5. In "The Legend of Sleepy Hollow," is our interest chiefly in the character and motives of the actors or in their outward actions? Give illustrations in support of your view.

STANDARD VI.

ESSAYS.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { G. E. ELLIS, B.A.
JOHN ROSS, B.A.

Values

NOTE.—*The candidate will write on ONE of the following themes: The test will be based not so much upon the candidate's knowledge of the subject as upon his ability to express his thoughts in good English. Work palpably defective in spelling, writing, punctuation or paragraphing will not be accepted.*

- (1) Caleb's deception of his daughter.
(The Cricket on the Hearth)
- (2) The combat of Mamillius and Herminius.
(The Lays of Ancient Rome)
- 75 (3) The Vicar's search for Olivia.
(The Vicar of Wakefield)
- (4) The recent destruction of Kingston, Jamaica.
- (5) British freedom.

STANDARD VI.

BRITISH AND CANADIAN HISTORY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { G. J. BRYAN, B.A.
W. H. THOMPSON, B.A.

Values

- 11 1. Write a brief note upon the nature of the English conquest and the characteristics of the conquerors.
- 12 2. Discuss, at some length, the effect upon England of (a) the crusades, (b) the Wars of the Roses, (c) the defeat of the Spanish Armada.
- 10 3. Give an account of the legislative measures that led to the loss by England of her American Colonies.
- 6 4. (a) State clearly the course of events that led to the Boer War.
- 4 (b) What assistance did Canada render to the Motherland in this struggle?
- 12 5. Sketch what is known as "Royal Government" in French Canada, with special reference to its constitution, its system of land tenure and settlement.
- 12 6. What part did the United Empire Loyalists play in the colonization, industrial and political development of Canada?

- 15 7. Write a note on "Representation by Population," stating why it became a question, and the manner in which it was settled in England and Canada.
- 18 8. Give a brief description of the Provincial Government of Alberta under the following heads: formation; provisions as to legislative, judicial, and executive functions; important legislation.

STANDARD VI.

GEOGRAPHY.

TIME—TWO HOURS.

EXAMINERS { J. W. BROWN, B.A.
W. H. THOMPSON, B.A.

Values

- 12 1. The greater part of Canada may, in respect to climate, be divided into three regions. Name and briefly describe the climate of each of these regions.
- 12 2. Compare, with reasons, British Columbia, Alberta and Manitoba with respect to, (a) rainfall, (b) physical features, (c) natural products.
- 6 3. (a) Name the different functions fulfilled by mountains in the economy of nature.
- 6 (b) Account for the variation in the length of our days and nights.
- 15 4. Write a note on Jamaica referring particularly to its surface, climate, industries, capital and commercial advantage of its position.
- or*
- Describe South Africa, noting history and settlement, characteristics of rivers, climate and animal life.
- 15 5. Draw a map of India or Australia, showing the mountains, rivers, principal cities and commercial products.
- 2 6. (a) What commercial advantage does Europe derive from the Suez Canal?
- 10 (b) What advantage over those of other countries have British merchants in trading with Canada?
- 2 (c) What products are interchanged between Great Britain and China?
- 20 7. Locate and state with some fulness the importance of each of the following: Pittsburg, Sheffield, New Orleans, Liverpool, Belfast, Marseilles, Havre, San Francisco, Odessa and Tokio.

STANDARD VI.

ARITHMETIC.

TIME—THREE HOURS.

EXAMINERS $\left\{ \begin{array}{l} \text{J. ROSS, B.A.} \\ \text{G. E. ELLIS, B.A.} \end{array} \right.$ *Values*

- 9 1. (a) When a vulgar fraction is to be reduced to a decimal, show how to determine whether the result will be—
 (1) a finite decimal,
 (2) a pure repeating decimal,
 (3) a mixed repeating decimal.
- 6 (b) Prove the rule for converting a mixed repeating decimal into its equivalent vulgar fraction, and apply your rule to convert .203463.
- 18 2. A retailer has three prices for his goods—a cash price, a six months' credit price and a year's credit price. From his year's credit price he deducts $12\frac{1}{2}\%$ for cash and $7\frac{1}{2}\%$ for 6 months' credit price. His 6 months' credit price is 40% in advance of the cost of the goods. Find at how much advance on cost he sells on 12 months' credit, goods which sell for \$6.65 cash.
- 3 3. (a) In the expression " 3% stock at 75," explain fully what is meant,
- 15 (b) A person owns \$15,000 bank stock paying 5% , which he sells and invests the proceeds in 6% stock at 120, his income being increased by \$60; find the price at which he sold the first stock.
4. An agent receives a consignment of 1,600 bbls. of flour, which he sells at \$5 a barrel on a commission of 2% ; the expense for freight paid by the agent out of the proceeds amounted to \$150.00. With the net proceeds he bought tea at 45 cents per pound, prepaid the freight on the tea (20 cents per cwt.) and retained his commission of $1\frac{1}{2}$ per cent. on the purchase. How many pounds of tea did he buy?
- 15 5. A & B engage in trade; A invests \$6,000, and at the end of 5 months withdraws a certain sum; B invests \$4,000 and at the end of 7 months \$6,000 more. At the end of the year A's gain is \$5,800, and B's \$7,800. Find the amount A withdraws.
- 4 6. (a) Distinguish clearly—"True Discount and Bank Discount."
- 12 (b) Find the difference between the true and the bank discount, off \$530, due in $3\frac{1}{2}$ years, at 6% per annum.
- 8 7. (a) Find in kilogrammes the weight of a pyramid of lead 6 dm. high, having a square base the side of which is 40 cm; 1 c.cm. of lead weighs 11.4 grammes.

- 7 (b) An empty tank is 4 m. long and 2.5 m. wide; water is poured in at the rate of 1 stere per minute; in what time will the water be 1 dm. deep?
- 8 8. (a) A conical tent whose slant height is 12 feet requires 132 square feet of canvas to make it; how much ground does the floor of the tent cover?
- 7 (b) The perimeter of a semicircle is three yards; find its area in square feet?
- 10 9. (a) The radius of the base of a cylinder is $3\frac{1}{2}$ inches and the height 14 inches; find the volume of a sphere the area of whose surface is equal to the area of the surface of the cylinder.
- 8 (b) The parallel sides of a trapezoid are respectively 24 feet and 38 feet, and the non-parallel sides 13 feet and 15 feet. Find the area of the trapezoid.

STANDARD VI.

ALGEBRA.

TIME—THREE HOURS.

EXAMINERS $\left\{ \begin{array}{l} \text{J. ROSS, B.A.} \\ \text{G. E. ELLIS, B.A.} \end{array} \right.$ *Values.*

- 12 1. Define and give examples of each of the following: equation, conditional equation, identity, reciprocals, exponent, and negative quantity.
- 10 2. (a) State and prove the Index Law for Multiplication, when the index is a positive integer.
- 5 (b) Multiply $(a^m + b^n)(a^8 + b)^9$.
3. Resolve into factors:
- 4 (a) $4 - 20ab^2 + 24a^2b^4$.
- 4 (b) $a^2 + 12bc - 4b^2 - 9c^2$.
- 4 (c) $4(ab + cd)^2 - (a^2 + b^2 - c^2 - d^2)^2$.
- 4 (d) $8a^3 - 27(b + c)^3$.
- 1 4. (a) Define "Simultaneous Equations."
- (b) Solve:
- 5 1. $\left. \begin{array}{l} 3x - y + z = 17 \\ 5x - 3y - 2z = 10 \\ 7x + 4y - 5z = 3 \end{array} \right\}$
- 5 2. $\left. \begin{array}{l} \frac{a}{x} + \frac{b}{y} = m \\ \frac{c}{x} + \frac{d}{y} = n \end{array} \right\}$

- 5 3. $17 + 3x = \frac{1}{2}(x+3)^2 - 28$.
- 8 5. (a) Divide: $x^3 + y^3 + z^3 - 3xyz$ by $x + y + z$.
- 4 (b) Divide by factoring: $(a+b)^2 - (b+c)^2$ by $a-c$.
- 3 (c) Factor: $x^4 + x^2y^2 + y^4$.
- 9 6. By using prime factors find the *H.C.F* and *L.C.M.* of:
 $3(x^3y - xy^3)$; $4(x^4y - xy^4)$; $6(x^5y - xy^5)$.
7. Simplify:
- 6 (a)
$$\frac{1 + \frac{a-x}{a+x}}{1 - \frac{a-x}{a+x}} \div \frac{1 + \frac{a^2-x^2}{a^2+x^2}}{1 - \frac{a^2-x^2}{a^2+x^2}}$$
- 6 (b)
$$\frac{1 - \frac{2xy}{(x+y)^2}}{1 + \frac{2xy}{(x-y)^2}} \div \left(\frac{1 - \frac{y}{x}}{1 + \frac{y}{x}} \right)$$
- 10 8. The length of a floor exceeds its breadth by 4 feet. If each dimension were increased by 1 foot, the area of the room would be increased 27 square feet. Find its dimensions.
- 10 9. A horse was sold at a loss, at \$200; but if it had been sold for \$250 the gain would have been three-fourths of the loss when sold for \$200. Find the value of the horse.
- 10 10. A merchant bought some pieces of silk for \$900. Had he bought three pieces more for the same money, he would have paid \$15 less for each piece. How many did he buy?

STANDARD VI.

BOOK-KEEPING.

TIME—TWO HOURS.

EXAMINERS $\begin{cases} \text{P. H. THIBAudeau, B.A.} \\ \text{G. E. ELLIS, B.A.} \end{cases}$ *Values*

NOTE.—Where additional ones are needed use fictitious names of persons and names of places outside the Province.

- 4 1. (a) In regard to receipts what is the law, the custom, the business utility?
- 6 (b) Write a receipt for payment of rent on a house; and one for part payment of a note.

- 10 2. Write five forms of indorsement giving the use of each.
- 5 3. "Interest and Rent—The dictionary meaning of these terms is not suitable for their application in Book-keeping." Explain clearly.
- 5 4. Give concise definitions of business, book-keeping, single entry, double entry, original entry.
5. Journalize:
- I lost \$20.00; paid for advertising loss \$1.00, paid finder for returning the money \$1.50.
- 10 I gave J. W. Smith a draft on G. H. Green for \$50.
- White & Co. who owe us \$450.00 fail, paying 33½ cts. on the dollar. We accept that, receiving payment in cash.
- Consigned to Jones Co., Toronto, goods to be sold on our account and risk, invoiced at \$2,500. Paid freight on same, cash \$50; gave note for insurance \$30.
- Error discovered in charging Carruthers & Co. with household furniture sold to E. E. Scott, \$100.
6. Mar. 4, 1907. W. Gould commenced business with cash on hand, \$200; mdse. in store \$300; Wm. Jones' note drawn Feb. 4, at 30 days, \$50. Owes John Barkwell on account \$30.
- 5th. Sold Wm. Young for cash, 10 lbs. of tea @ 70 cts; 30 lbs. gran. sugar @ 9 cts. Deposited in the Merchants Bank \$150. Paid cash for repairs \$4.50. Fuel, \$5.00.
- 6th. Sold H. Corbett on his note at 10 days, 40 lbs. raisins @ 10 cts; 30 lbs. tea @ 60 cts; 20 lbs. rice @ 4 cts.
- 35 7th. Gave John Barkwell on account a cheque for \$20. Wm. Jones paid his note in full by cheque.
- 8th. Paid clerk's salary \$20.
- Inventories:
- Mdse. \$290.00.
- Fuel 2.00.
- Journalize, post, close ledger, and make out a statement showing Mr. Gould's assets and liabilities, losses and gains.

STANDARD VI.

BOTANY AND AGRICULTURE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { G. E. ELLIS, B.A.
J. W. BROWN, B.A.

Values

- 5 1. (a) "Thorough drainage and tillage are two important points in improving soils."
Discuss this statement showing clearly the effects of each on the soil.

- 3 (b) "Feed the soil if you would have the soil feed you." Show fully the truth of this statement.
- 3 2. (a) Discuss weeds under the heads: (1) origin, (2) objections.
- 4 (b) Classify weeds according to duration and give a method of eradication for each class.
- 3 (c) Give a brief description of two of the most troublesome weeds of Alberta.
- 3 3. (a) Sketch the life history of a cut worm.
- 2 (b) What means would you adopt to get rid of it?
- 4 (c) Describe fully some disease of plants and tell how you would remedy it.
- 2 4. (a) Name the best breeds of cows for dairy purposes.
- 3 (b) State definitely how you would care for and feed a dairy cow throughout the year.
- 3 (c) Describe fully how you would care for the milk till it reaches the creamery.
- 4 5. (a) What benefits are likely to be derived from—
(1) The establishment of Government creameries;
(2) The stock judging schools?
- 3 (b) Give your opinion of the need for tree planting in Alberta.
- 3 6. (a) Describe as fully as you can a plant cell.
- 3 (b) State briefly the characteristics of any three kinds of cells.
- 2 (c) How would you find out whether or not a seed contained starch?
- 3 7. (a) Classify roots according to the medium in which they grow giving an example of each class.
- 4 (b) Describe the process by means of which the root selects food for the plant.
- 2 (c) In what direction does the root grow? Why?
- 3 8. (a) Distinguish Vernation from Venation.
- 3 (b) State the various types of Vernation.
- 6 (c) Contrast the poplar leaf with the leaf of the dandelion under the following heads—
(1) general outline, (2) base, (3) tip, (4) margin.
- 2 (b) What is the relation between the veining of the leaf and the number of cotyledons?
9. (a) Define Inflorescence and state the various kinds of indeterminate inflorescence, either giving an example or drawing a diagram of each.
- 6 (b) Show how the general form is readily changed to the others.
- 2 10. (a) State the various devices by which plants protect themselves from extinction.

- 4 (b) Explain the following terms as used in botany:
 (1) Heliotropism, (2) Assimilation, (3) Fertilization,
 (4) Dissemination.
- 4 11. (a) Describe as fully as you can all parts of the Shepherd's
 Purse. To what family does it belong?
- 6 (b) What are the general characteristics of the orders,
 Rosaceæ and Cruciferæ? Give two plants belonging
 to each order.

STANDARD VI.

PHYSICAL SCIENCE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. F. BOYCE, B.A.
 W. H. THOMPSON, B.A.

Values

1. (a) What are the advantages of the Metric System over
 3 the system of measurements in common use? Illustrate your answer.
- 2 (b) Show the relation of the metric units of length, area,
 capacity, weight, to each other.
- 5 (c) Describe, using a drawing, a device for making a very
 fine measurement.
2. Apply the molecular theory of the constitution of matter
 to explain:
- 6 (a) The states of matter.
- 2 (b) The packing of a snow-ball.
- 2 (c) The stickiness of glue.
- 2 (d) The expansion of a solid by heat.
- 3 3. (a) State Newton's three laws of motion.
- 5 (b) Describe a simple experiment to illustrate any one
 of these laws.
- 4 (c) A two ounce bullet leaves a six pound gun at the
 rate of 960 feet per second. Find the velocity of the
 gun's recoil.
- 4 4. (a) Explain clearly what is meant by solution, diffusion,
 occlusion, fusion.
- 9 (b) Show the importance in the work of nature of (i)
 the solvent properties of water, (ii) the diffusion
 of gases and (iii) the latent heat of fusion of ice.
- 2 5. (a) Define elasticity. State how it is measured.
- 4 (b) Write notes on the limits of elasticity.
- 4 (c) Describe and explain the action of the molecular
 forces (i) in bending a steel sword, (ii) in stretching a
 strip of rubber.

- 4 6. (a) Trace in order the *transformations* of energy from the energy of a moving steam engine to that derived from the sun.
- 2 (b) Using the line of your argument in answering (a) show briefly that the energy of the universe is a constant quantity.
- 2 7. (a) Distinguish temperature and quantity of heat.
- 1 (b) Through what range of temperature is the mercury thermometer reliable?
- 1 (c) What are the special uses of the alcohol and the differential thermometers?
- 6 (d) Make a drawing of a calorimeter. Describe how you would use it to determine the specific heat of a substance.
- 8 8. (a) Explain the operation of a system of heating by hot water pipes. Give diagram. Show clearly how a body in a room at a distance from one of the radiators receives heat.
- 3 (b) Two pieces of cloth of the same material and equal size, one white the other black, are placed on the snow in the bright sunshine. Account for the difference in results.
- 6 (c) Describe experiments, accompanied by drawings, to illustrate and explain the principle of the miner's safety lamp.
- 4 9. (a) Account for an iron vessel floating on water.
- 2 (b) What would be the effect in nature if the maximum density of water were changed from 4° C. to 0° C.?
- 4 (c) Explain concisely the formation of dew and of frost.

STANDARD VI.

DRAWING.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { J. W. BROWN, B.A.
J. ROSS, B.A.

NOTE.—*Use drawing paper in sheets of convenient size without folding,—one sheet for each drawing.*

Values

- 12 1. Draw a tile design (geometrical figures) suitable for a floor oilcloth.
- 12 2. Make a finished drawing of a cup and saucer, cream jug and tea pot, the latter to be shown in the background.
- 12 3. Make a working drawing, scale one-sixteenth, for a screen door six feet eight inches high, and two feet eight inches wide, having a cross piece the upper edge of

which being four feet from the top of the door, the boards used to be four inches wide.

- 12 4. Represent a book lying on its side some distance to the right and with its back towards you.

- 12 5. Illustrate either—

“When all at once I saw a crowd, a host, of golden daffodils;
Beside the lake beneath the trees
Fluttering and dancing in the breeze.”

or

“A white tent pitched by a grassy lake
Well under a shady tree
Is the summer home for me.”

STANDARD VII.

ENGLISH LITERATURE.

TIME—THREE HOURS.

EXAMINERS { J. F. BOYCE, B.A.
G. J. BRYAN, B.A.

Values

- 8 1. Comment on Ruskin's views as to the education of woman.
- 15 2. Write concise critical notes on each of the following as a *mystery of life*:
- (a) Insatiable desire for wealth and power.
- (b) Achievements in the three chief occupations and arts of men.
- (c) The life of service.
- 8 3. Outline Ruskin's line of thought in his treatment of books and reading. Offer criticisms on the ideal evolved.
- 6 4. Indicate the side of Ruskin's character revealed in "Sesame and Lilies."
- 3 5. (a) What emotions are aroused in the reader by "Sweet and Low," "Thy voice is heard through rolling drums," "Break, Break, Break"?
- 7 (b) Show as clearly as you can how the poet by his subtle use of language succeeded in producing in each of these selections the emotional effect he desired.
- 10 6. Give the substance of the thought in "Love thou thy land," "Ode on the Death of the Duke of Wellington," and "You ask me why," bringing out in relief the phase of citizenship or patriotic sentiment treated in each.

I.

7. "There is sweet music here that softer falls
 Than petals from blown roses on the grass,
 Or night-dews on still waters between walls
 Of shadowy granite, in a gleaming pass;
 Music that gentler on the spirit lies, 5
 Than tir'd eyelids upon tir'd eyes;
 Music that brings sweet sleep down from the blissful
 skies.
 Here are cool mosses deep,
 And thro' the moss the ivies creep,
 And in the stream the long-leaved flowers weep, 10
 And from the craggy ledge the poppy hangs in
 sleep.

II.

- Why are we weighed upon with heaviness,
 And utterly consumed with sharp distress,
 While all things else have rest from weariness?
 All things have rest: why should we toil alone, 15
 We only toil, who are the first of things,
 And make perpetual moan,
 Still from one sorrow to another thrown:
 Nor ever fold our wings,
 And cease from wanderings, 20
 Nor steep our brows in slumber's holy balm;
 Nor hearken what the inner spirit sings,
 "There is no joy but calm!"
 Why should we only toil, the roof and crown of things?"
- 1 (a) What is the theme of the poem from which these
 stanzas are taken?
- 8 (b) What is the distinctive feeling pervading each stanza?
 State your opinion of the devices used and the success
 achieved by the poet in portraying the feeling in
 these stanzas.
- 2 (c) Indicate the connection of (i) the first stanza, (ii)
 the second stanza, to the theme of the poem.
- 12 (d) Point out the aptness and the beauty of the figures
 of speech in stanza I.
- 10 (e) Paraphrase stanza II, depicting the mood therein
 as clearly as possible.
- (f) Describe the meter in lines 15 to 21 inclusive. What
 poetical purpose is served by varying the number
 9 of measures in these lines? Discuss the suitability of
 the metrical scheme in the last four lines of stanza I.
- (g) Select from the foregoing stanzas, giving reasons
 for your choice, two examples each of (i) musical
 9 cadence, (ii) artistic nature touches, (iii) a singular
 fitness in the choice and use of words.
8. "Men at some time are masters of their fates:
 The fault, dear Brutus, is not in our stars,
 But in ourselves, that we are underlings."

"If it be aught toward the general good,
Set honour in one eye and death i' the other,
And I will look on both indifferently:
For let the gods so speed me as I love
The name of honour more than I fear death."

"Cowards die many times before their death;
The valiant never taste of death but once.
Of all the wonders that I yet have heard,
It seems to me most strange that men should fear;
Seeing that death, a necessary end,
Will come when it will come."

"His life was gentle, and the elements
So mix'd in him that Nature might stand up
And say to all the world, 'This was a man!'"

- 4 (a) By whom and under what circumstances was each of
the foregoing extracts spoken?
- 10 (b) Show wherein the foregoing are typical of (i) the
speakers or the characters referred to, (ii) the spirit
of the play.
- 10 9. Give in story form, showing the dramatic purpose of the
scenes in each Act, the steps leading up to the
climax.
- 6 10. Referring to events in the play point out the force dom-
inating Acts IV and V.
- 12 11. Trace through the play Brutus and Cassius comparing
their characters, purposes and motives.

STANDARD VII.

ESSAYS.

TIME—ONE AND ONE-HALF HOURS.

EXAMINERS { G. E. ELLIS, B.A.
JOHN ROSS, B.A.

Values

NOTE.—*The candidate will write on ONE topic from each of the following parts. The test will be based not so much upon the candidate's knowledge of the subject as upon his ability to express his thoughts in good English. Work palpably defective in spelling, writing, punctuation or paragraphing will not be accepted.*

35

A.

- (1) The meeting of Sohrab and Rustum by the river Oxus.
- (2) The events connected with the sight of "a sail" in the distance.

(*The Ancient Mariner.*)

- (3) " . . . it is a stupid and barbarous way to extend dominion by arms; for true power is not got from arts and industry."
(From the merchant's speech in *Sir Roger de Coverley*.)

40

B.

- (1) Nothing useless is, or low;
Each thing in its place is best;
And what seems but idle show
Strengthens and supports the rest.
- (2) Public ownership of commercial enterprises.

STANDARD VII.

GENERAL HISTORY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. W. BROWN, B.A.
G. J. BRYAN, B.A.

Values

- 10 1. Account for the unprogressive character of Chinese civilization.
- 12 2. Give a brief description of Athens at the time of Pericles under the following heads: government, education, trade, national spirit.
- 12 3. Note the political changes that took place in Rome from the founding of the city to the death of Cæsar.
- 14 4. Sketch briefly the Punic wars and indicate the effect of this struggle upon (a) the Carthaginians, (b) the Romans, (c) the progress of civilization.
- 6 5. (a) Show that the Crusades were the outcome of the spirit of the age.
- 6 (b) "The effect of the Crusades were both good and evil." Expand and explain.
- 14 6. Write briefly upon the struggle between the King and Parliament in the Stuart period.
- 14 7. Discuss the social and political questions that agitated the French people at the close of the eighteenth century.
8. Write concise notes upon any three of the following:
- 12 (a) Octavius.
- (b) Marlborough.
- (c) Peter the Great.
- (d) Frederick the Great.

STANDARD VII.

GEOMETRY.

TIME—THREE HOURS.

EXAMINERS { P. H. THIBAudeau, B.A.
J. ROSS, B.A.*Values*

- 8 1. (a) Two triangles are congruent when two sides and the included angle in the one are respectively equal to two sides and the included angle in the other.
- 3 (b) Every point upon a straight line which bisects at right angles a given straight line, is equidistant from the ends of that line.
- 5 (c) A B C is a triangle. A', B', C' are the vertices of equilateral triangles described outwards upon the sides B C, C A, A B respectively. Then $AA' = BB' = CC'$.

- 3 2. When a straight line crosses two parallel lines:
 - 3 (i) The alternate angles are equal in pairs.
 - 3 (ii) The corresponding angles are equal in pairs.
 - 3 (iii) The sum of a pair of interior adjacent angles is a straight angle.
- 5 (b) The sum of the internal angles of a triangle is a straight angle.

- 7 3. (a) In any right angle triangle the square which is described on the side subtending the right angle, is equal to the squares described on the sides containing the right angle.
- 7 (b) Give a different demonstration from that given in (a).
- 3 (c) Find the side of a square which is equal to the sum of two given squares.

- 8 4. (a) If a straight line be divided into two equal and also into two unequal parts, the squares on the two unequal parts are together double of the square on half the line and of the square on the line between the points of section.
- 3 (b) If a straight line A B is divided into two parts at D,
 - 3 (i) the sum of the squares on A D, D B is least,
 - 3 (ii) and the rectangle A D, D B is greatest when the straight line is bisected.

- 8 5. (a) To divide a given straight line into two parts so that the rectangle contained by the whole and one of the parts may be equal to the square on the other part.
- 4 (b) To construct an equilateral triangle equal to a given square.
- 3 (c) To bisect the area of a triangle by a line parallel to its base.

- 7 6. (a) One circumference of a circle cannot cut another at more than two points.
 (b) Through any three points A, B, C, not in a straight line:
 2 (i) One circle can be made to pass.
 2 (ii) Only one circle can be made to pass.
 3 (c) If A B C is a right angle where is the point O (the centre of the circle) in (b) (i)?
 3 (d) If A B and C shift their relative positions so as to tend to come into line, what becomes of the point O?
 4 7. (a) (i) Equal chords are equally distant from the centre of the circle.
 3 (ii) Chords equally distant from the centre are equal.
 4 (b) Two secants which make equal chords make equal angles with the centre line through their points of intersection.
 2 (c) The vertices of a rectangle are concyclic.
 3 (d) The vertices of an equilateral triangle trisect its circumcircle.
 8 8. (a) The angle at the centre of a circle is double of the angle at the circumference on the same arc.
 4 (b) If two chords intersect within a circle, the angle which they include is measured by half the sum of the intercepted arcs.
 4 (c) A, B, C, D are the vertices of a square, and A, E, F, of an equilateral triangle inscribed in the same circle. What is the angle between the lines B E and D F? between B F and E D?

STANDARD VII.

PHYSICAL GEOGRAPHY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. W. BROWN, B.A.
 P.H. THIBAudeau, B.A.

Values

- 8 1. State fully how the air is warmed.
 9 2. Explain clearly: relative humidity, absolute humidity and dew point.
 8 3. Compare, giving reasons, Labrador and British Columbia with respect to climate.
 3 4. (a) "Frost is not frozen dew." Explain fully.
 4 (b) What physical conditions are most favourable for the formation of frost?

- 3 (c) How is its formation affected by the cultivation of the soil?
- 9 5. State clearly two important causes for deserts. Give examples.
- 10 6. Give reasons for the irregularities in the surface of the land.
- 6 7. (a) What are the causes of the ocean currents?
- 6 (b) What influence do they exert in modifying climate?
- 6 8. (a) Explain how river valleys are formed.
- 8 (b) Compare the characteristics of the river valleys of an arid and a humid region and account for the differences.
- 10 9. Account for the wide distribution of land animals.
- 10 10. Write concise notes on any *five* of the following: new moon, solar eclipse, refraction of light, stalagmites, lateral moraine, and fault plane.

STANDARD VII.

ANIMAL LIFE.

TIME—TWO HOURS.

EXAMINERS { P. H. THIBAudeau, B.A.
J. W. BROWN, B.A.*Values*

- 8 1. (a) Describe the Amoeba and Globigerinæ.
- 6 (b) In the Paramoecia and Vorticella, show clearly the points of resemblance and points of difference.
- 8 2. (a) "Mutual help brings mutual dependence." Elaborate by explanation and examples.
- 8 (b) Define and explain commensalism and symbiosis.
- 6 3. Give the life cycle of a frog *or* of a mosquito.
- 10 4. "It is obvious that the same principle of division of labour with accompanying modification of structure is the basis of colonial and communal life." Show the truth of this, distinguishing between colonial and communal life.
- 10 5. Classify adaptations, giving one good example of each.
- 6 6. Write a note on:
- 5 (i) Vestigial organs.
- 5 (ii) "The sheltered life."
- 8 7. From an economic standpoint write briefly on the dependence of species on species.

- 10 8. (a) Classify instincts with a brief explanation of each.
 5 (b) Distinguish clearly between *instinct* and *reason*.
 10 9. Define *protective resemblance*; give the different forms it assumes and the purpose served by each.

STANDARD VII.

ENGLISH GRAMMAR AND RHETORIC.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { P. H. THIBAudeau, B.A.
 J. F. BOYCE, B.A.

Values

A.

1. *What though the field be lost?*
 All is not lost; the unconquerable will
 And *study* of revenge, immortal hate,
 And courage never *to submit* or yield,
 And what is *else* not to be overcome;
 That glory never shall his wrath or might
 Extort from me. To bow and sue for grace
 With suppliant knee, and *deify* his power,
 Who from the terror of this arm so late
 Doubted his empire; that were low indeed;
 That were an ignominy and shame beneath
 This downfall; since, by fate, the strength of gods
 And this empyreal substance, *cannot* fail:
 Since, through experience of this great event,
 In arms not worse, in foresight much *advanced*,
 We may with more successful hope resolve
 To wage by force or guile eternal war,
Irreconcilable to our grand Foe,
 Who now triumphs, in excess of joy
 Sole reigning holds the tyranny of heaven.
- 10 (a) State the function and relation of the dependent
 clauses in "To bow and sue . . . heaven."
 10 (b) Give the construction of the italicized words.
 7 (c) Give a detailed analysis of "All is
 from me."
- 5 2. (a) What influences bring new words into a language?
 (b) Assign five of the following list to their native language,
 5 and account for their entering our language: ver-
 micelli, alcohol, shawl, coolie, coulee, bandit, hominy,
 rattan, kraal, cossack.
- 8 3. Illustrate and explain the four grammatical uses of words
 ending in *ing*.
- 5 4. Give the precise function and relation of the italicized
 words in the following sentences:
 He ran *foul* of me.
 He found the man *honest*.

He looks *like* me.
 He sat till *now*.
 This field is three *acres* larger than that.

B.

5. "If, in the midst of the most serene day of summer, when all is light and laughing around, a thunder-bolt were to fall from the clear blue vault of heaven, and rend the earth at the very feet of some careless traveller, he could not gaze upon the smouldering chasm, which so unexpectedly yawned before him, with half the astonishment and fear which Leicester felt at the sight that so suddenly presented itself. He had that instant been receiving, with a political affectation of disavowing and misunderstanding their meaning, the half uttered, half intimated congratulations of the courtiers upon the favour of the Queen, carried apparently to its highest pitch during the interview of that morning; from which most of them seemed to augur, that he might soon arise from their equal in rank to become their master. And now, while the subdued yet proud smile with which he disclaimed those inferences was yet curling his cheek, the Queen shot into the circle, her passions excited to the uttermost; and supporting with one hand, and apparently without an effort, the pale and sinking form of his almost expiring wife, and pointing with the finger of the other to her half dead features, demanded in a voice that sounded to the ears of the astounded statesman like the last dread trumpet-call that is to summon body and spirit to the judgment-seat, 'Knowest thou this woman?'"

- 10 (a) Give the progress of development of this paragraph.
 8 (b) By what means is the movement emphasized?
 (c) Examine the paragraph critically pointing out (i)
 16 the more prominent qualities of style found in it,
 (ii) the suitability of the sentences for the expression of the thought, (iii) the devices by which the suspense is obtained.
 8 (d) Discuss the use of epithets in this paragraph.
6. Name and define the types of composition exemplifying
 8 each of them by referring to some work of acknowledged merit.

STANDARD VII.

ALGEBRA.

TIME—THREE HOURS.

EXAMINERS $\left\{ \begin{array}{l} \text{J. ROSS, B.A.} \\ \text{G. E. ELLIS, B.A.} \end{array} \right.$ *Values*

- 10 1. (a) Define quadratic equation; solve the quadratic equation $ax^2+bx+c=0$ and show that a quadratic equation has two and only two roots.

- 4 (b) Show the relation of the roots to the coefficients.

- 5 (c) If P and Q are the roots of $ax^2+bx+c=0$, form the equation whose roots are P^2+Q^2 ; $\frac{1}{P^2}+\frac{1}{Q^2}$

- 8 2. Deduce a meaning for a^{m+n} and a^0 , consistent with the index law.

- 5 (b) Simplify:

$$\frac{(a^{\frac{1}{2}})^{\frac{1}{3}}(b^{\frac{1}{2}})^6}{(a^{\frac{1}{4}})^3a^{\frac{1}{3}}} \div \frac{(a^{\frac{2}{3}})^{\frac{1}{4}}b^{\frac{1}{12}}}{(b^6)^{\frac{1}{7}}}.$$

3. Solve:

5 (a)
$$\begin{cases} x^2+xy+y^2=37 \\ x^4+x^2y^2+y^4=481 \end{cases}$$

5 (b)
$$\begin{cases} 4xy=96-x^2y^2 \\ x+y=6 \end{cases}$$

5 (c)
$$\begin{aligned} \frac{1}{x}-\frac{1}{y} &= 3 \\ \frac{1}{x^2}-\frac{1}{y^2} &= 21 \end{aligned}$$

4. Simplify:

(a)
$$\frac{\frac{1}{a}+\frac{1}{b+c}}{\frac{1}{a}-\frac{1}{b+c}} \left\{ 1+\frac{b^2+c^2-a^2}{2bc} \right\}$$

4 (b)
$$\frac{3}{8(1-x)}+\frac{1}{8(1+x)}-\frac{1-x}{4(1+x^2)}-\frac{3}{4(x^2-1)}$$

$$4 \quad (c) \quad \frac{\frac{(a+b)^2 - (a-b)^2}{b-a} - (a+b)}{\frac{1}{b-a} - \frac{1}{a-b}} \div \frac{(a+b)^3 + (b-a)^3}{(a+b)^2 - (a-b)^2}$$

- 8 5. (a) If $a + \sqrt{b} = x + \sqrt{y}$, then a will equal x and b will equal y . Prove this and show that a quadratic surd cannot equal the sum of a rational number and a surd.

- 8 (b) Extract the square root of the binomial surd.

$$(1) a + \sqrt{b}. \quad (2) 94 - 42\sqrt{5}.$$

6. Resolve into factors:

$$5 \quad (a) \quad a^4 - 25x^6 + 8a^2x^2 - 9 + 30x^3 + 16x^4.$$

$$5 \quad (b) \quad 5b^8 + 5y^8 - 55^4y^4.$$

$$5 \quad (c) \quad 250 (a-b)^6 - 2.$$

- 10 7. Two boys run in opposite directions round a rectangular field the area of which is an acre; they start from one corner and meet 13 yards from the opposite corner; and the rate of the one is $\frac{5}{6}$ of the rate of the other. Determine the dimensions of the field.

- 12 8. A broker bought a number of bank shares (\$100 each), when they were at a certain per cent. discount, for \$7,500; and afterwards when they were at the same per cent. premium, sold all but 60 shares for \$5,000. How many shares did he buy and at what price?

- 13 9. A man invests \$32,000, part at 7 per cent., part at 6 per cent. and the remainder at 4 per cent., receiving annually \$1,740 interest. If the sum invested at 7 per cent. is $\frac{3}{5}$ as much as the balance of the investment, find the amount of each investment.

STANDARD VII.

CHEMISTRY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS $\left\{ \begin{array}{l} \text{W. H. THOMPSON, B.A.} \\ \text{J. F. BOYCE, B.A.} \end{array} \right.$

Values

- 4 1. (a) Describe a simple experiment to illustrate the law of conservation of matter.
- 4 (b) State and illustrate the law of chemical combination.

- (c) By reference to the compounds of nitrogen, explain the method of naming chemical compounds. Use formulæ.
2. (a) Explain the terms *bleacher*, *deodorant*, *disinfectant*. Classify the substances coming under these heads, and explain how each produces its effect.
- (b) As a supporter of combustion, ozone is superior to oxygen, and the latter is better than air. Account fully for these facts.
3. (a) Outline a method of finding the quantitative composition of air. Give the results.
- (b) Is air a compound or a mixture? Give all the evidence you can in support of your answer.
- (c) Find the percentage composition of water from its formula. How would this be done experimentally?
4. (a) In the preparation of oxygen from potassic chlorate why is manganese dioxide used? Describe an experiment to prove your answer.
- (b) How can it be shown that all the manganese dioxide is left over unchanged? Answer in detail.
- (c) What volume of oxygen measured at 27°C. and 800 mm. can be prepared from 796.9 g. potassic chlorate which contains 12½% of impurities? [K=39.1, Cl=35.5, O=16.]
5. (a) Give as full an account as you can of the family resemblances and the individual characters of the halogens. Why are they called halogens?
6. (a) What is "laughing gas"? What is its principal use?
- (b) How is it prepared? How can it be distinguished from air and from oxygen?
- (c) Give a simple method of finding the volume of nitrogen in a given volume of the gas. What is the result?
7. (a) Describe the physical differences of the allotropic forms of sulphur, and tell how each form is prepared.
- (b) Enumerate the physical and chemical properties of sulphuric acid.
8. (a) Give an account of ammonia under the heads: preparation, properties, uses, tests.
- (b) Give in detail Marsh's test for arsenic, and tell how to distinguish this element from antimony.
- (c) What is the antidote for arsenic?
9. (a) How is charcoal manufactured? Why are the ends of fence posts sometimes charred before being put into the ground?

- 5 (b) How is acetylene gas generated?
 5 (c) Account for the high illuminating power of acetylene and the poor quality of alcohol for the same purpose.

STANDARD VII.

LATIN AUTHORS.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { G. J. BRYAN, B.A.
 { J. F. BOYCE, B.A.

Values

18 1. (a) Translate:

Omnis spes Danaum et coepti fiducia belli
 Palladis auxiliis semper stetit; impius ex quo
 Tydides sed enim scelerumque inventor Ulixes,
 fatale aggressi sacrato avellere templo 165
 Palladium, caesis summae custodibus arcis,
 corripuere sacram effigiem, manibusque cruentis
 virgineas ausi divae contingere vittas;
 ex illo fluere ac retro sublapsa referri
 spes Danaum; fractae vires, aversa deae mens. 170
 nec dubiis ea signa dedit Tritonia monstris.
 vix positum castris simulacrum; arsere coruscae
 luminibus flammae arrectis, salsusque per artus
 sudor iit, terque ipsa solo—mirabile dictu— 174
 emicuit parmamque ferens hastamque trementem.
 extemplo temptanda fuga canit aequora Calchas;
 nec posse Argolicis exscindi Pergama telis,
 omina ni repetant Argis, numenque reducant,
 quod pelago et curvis secum avexere carinis.
 et nunc, quod patrias vento petiere Mycenae, 180
 arma deosque parant comites, pelagoque remenso
 improvisi aderunt. ita digerit omina Calchas.
 hanc pro Palladio moniti, pro numine laeso
 effigiem statuere, nefas quae triste piaret;

- 4 (b) Account for the case of: auxiliis, custodibus, luminibus, pelago.
 4 (c) Write brief notes on: Palladis, Tydides, Pergama, Mycenae.
 2 (d) Express in another way the idea contained in "coepti fiducia belli."
 2 (e) Give the construction of the supines in —um and —u respectively.

12 2. (a) Translate:

Ecce autem telis Panthus elapsus Achivum,
 Panthus Othryades, arcis Phoebique sacerdos,
 sacra manu victosque deos parvumque nepotem 320
 ipse trahit, cursuque amens ad limina tendit.
 'quo res summa loca, Panthu? quam prendimus arcem?'
 vix ea fatus eram, gemitu cum talia reddit:
 'venit summa dies et ineluctabile tempus

Dardaniae. fuimus Troes, fuit Ilium et ingens . 325
 gloria Teucrorum. ferus omnia Iuppiter Argos
 transtulit: incensa Danai dominantur in urbe.
 arduus armatos mediis in moenibus adstans
 fundit equus, victorque Sinon incendia miscet
 insultans. portis alii bipatientibus adsunt, 330
 millia quot magnis umquam venerere Mycenis;
 obsedere alii telis angusta viarum
 oppositi; stat ferri acies mucrone corusco
 stricta, parata neci; vix primi proelia temptant
 portarum vigiles, et caeco Marte resistunt? 335

- 3 (b) Account for the case of: telis, manu, Panthu.
 2 (c) 'Quam prendimus arcem?' Why is the indicative
 used? What is the customary construction?
 5 (d) Write brief notes on: Othryades, Phoebeque, Iuppiter,
 Sinon, Marte.
 3 (e) Scan lines 318-321 inclusive. Indicate the suitability
 of the metre to the thought.

17 3. (a) Translate:

Ad haec cognoscenda, priusquam periculum faceret,
 idoneum esse arbitratus Gaium Volusenum cum navi
 longa praemittit. Huic mandat, ut exploratis omnibus
 rebus ad se quam primum revertatur. Ipse cum omnibus
 copiis in Morinos proficiscitur, quod inde erat brevissimus
 in Britanniam traiectus. Huc naves undique ex finitimis
 regionibus et quam superiore aestate ad Veneticum bellum
 effecerat classem iubet convenire.

Interim consilio eius cognito et per mercatoresperato
 ad Britannos a compluribus insulae civitatibus ad eum
 legati veniunt, qui polliceantur obsides dare atque imperio
 populi Romani obtemperare. Quibus auditis liberaliter
 pollicitus hortatusque, ut in ea sententia permanerent, eos
 domum remittit et cum iis una Commium, quem ipse
 Atrebatibus superatis regem ibi constituerat, cuius et virtutem
 et consilium probabat et quem sibi fidelem esse arbitrabatur,
 cuiusque auctoritas in his regionibus magni habebatur,
 mittit. Huic imperat, quas possit, adeat civitates horteturque
 ut populi Romani fidem sequantur, seque celeriter
 eo venturum nuntiet.

Volusenus perspectis regionibus omnibus, quantum ei
 facultatis dari potuit, qui navi egredi ac se barbaris committere
 non auderet, quinto die ad Caesarem revertitur quaque ibi
 perspexisset renuntiat.

- 4 (b) Show the setting of this chapter in the book to which
 it belongs.
 2 (c) Distinguish between: mandare, jubere, and imperare.
 2 (d) Comment upon the use of "priusquam" with the
 indicative and its use with the subjunctive.

15 4. (a) Translate:

Equites hostium essedariiue acriter proelio cum equitatu
 nostro in itinere conflixerunt, ita tamen ut nostri omnibus
 partibus superiores fuerint atque eos in silvas collesque
 compulerint; sed compluribus interfectis cupidius insecuti

nonnullos ex suis amiserunt. At illi intermisso spatio, imprudentibus nostris atque occupatis in munitione castrorum, subito se ex silvis eiecerunt impetuque in eos facto, qui erant in statione pro castris collocati, acriter pugnaverunt, duabusque missis subsidio cohortibus a Caesare, atque iis primis legionum duarum, quum hae perexiguo intermisso loci spatio inter se constitissent, novo genere pugnae perterritis nostris, per medios audacissime perruperunt, seque inde incolumes receperunt. Eo die Q. Laberius Durus tribunus militum interficitur. Illi pluribus immissis cohortibus repelluntur.

- 5 (b) Give a brief description of the Roman army under the following heads: battle array, army on the march, officers, weapons, camp.

STANDARD VII.

LATIN GRAMMAR, PROSE AND SIGHT TRANSLATION.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. F. BOYCE, B.A.
G. J. BRYAN, B.A.

Values

- 10 1. Give Latin words for the following, with their gender and genitive singular and plural: *valor, hope, republic, oak, journey, ox, poet, fire, army on the march, knee.*
- 6 2. (a) Decline: *Dens, hic, domus.*
- 8 (b) Distinguish in meaning: *gratia, gratiae; impeditum, impedimenta; auxilium, auxilia; finis, fines.*
- 7 3. (a) Compare: *velox, asper, dives, juvenus, saepe, male, magnopere.*
- 10 Decline together: *pes dexter, opus magnum, tria millia militum.*
- 6 4. (a) Give the principal parts of: *sequor, volo, prosum, juro, deleo, pello.*
- 7 (b) Write:
(i) 3rd. sing. future ind. act. of: *vivo, doceo.*
(ii) 1st. plural pres. subj. act. of: *paro, sentio.*
(iii) 2nd. sing. perf. ind. act. of: *fero, eo, malo.*
- 20 5. Translate into Latin:
(a) Was not the general present at the battle on that day?
(b) After all Gaul had been subdued, Caesar hastened to Rome at the beginning of winter.
(c) It was evident to all that our men were braver than the enemy in battle.
(d) The scouts were about to report to Caesar that the enemy were on the top of the hill.
(e) He took care that no one should see them coming.

6. Translate into Latin:

- 10 Having arranged these things and having obtained weather suitable for sailing, he weighed anchor about the third watch and ordered the horse-soldiers to proceed to a further port, embark and follow him. About four o'clock he, himself, reached Britain with the first ships and there beheld the armed forces of the enemy drawn up in all the hills.

16 7. Translate into English:

Dux Britannorum, vir summae rei militaris scientiae virtutisque maximae, tenui valetudine tum erat. Haud tamen infirmiter rem gerebat et maximam laudem sibi fore, si locum expugnare posset, existimavit. Multos menses autem Gallos obsidebat neque eos se dedere, quamquam fame paene confecti erant, cogere posse videbatur. Tandem adulescens quidam viam ei ostendit, qua via montem ascendere posset et loco idoneo aciem instruere. Proxima nocte conatum facere constituit. Postero die milites quosdam, per speciem impetus in aliam partem faciendi, in litus exposuit. Majores copias noctu ad eum locum, qui sibi demonstratus erat, lintribus deportari jussit. Ipse, dum linter qua vehebatur remis secundo flumine, aestus enim jam se incitabat, propellitur, multa cum amicis de morte et gloria colloquebatur.

STANDARD VII.

FRENCH AUTHORS.

TIME—THREE HOURS.

1. (a) Translate into precise and idiomatic English:

Le brave M. Seguin, qui ne comprenait rien au caractère de ses bêtes, était consterné. Il disait: "C'est fini; les chèvres s'ennuient chez moi, je n'en garderai pas une."

Cependant il ne se découragea pas, et, après avoir perdu six chèvres de la même manière, il en acheta une septième; seulement, cette fois, il eut soin de la prendre toute jeune, pour qu'elle s'habitât mieux à demeurer chez lui.

Ah! qu'elle était jolie la petite chèvre de M. 10
 Seguin! qu'elle était jolie avec ses yeux doux, sa
 barbiche de sous-officier, ses sabots noirs et luis-
 ants, ses cornes zébrées et ses longs poils blancs
 qui lui faisaient une houppelande! et puis, docile,
 caressante, le laissant traire sans bouger, sans 15
 mettre son pied dans l'écuille. Un amour de
 petite chèvre. . . .

La chèvre se trouvait très heureuse et broutait
 l'herbe de si bon cœur que M. Seguin était ravi.

"Enfin, pensait le pauvre homme, en voilà une 20
qui ne s'ennuiera pas chez moi!"

M. Sequin se trompait, sa chèvre s'ennuya.—*Daudet*.

- (b) Explain any peculiarities as regards spelling that occur in the conjugation of *s'ennuyer* and *décourager*.
- (c) Explain the mood of *s'habituât* (l. 9).
- (d) Comment on the difference of tense in *se trompait* and *s'ennuya* (l. 22).

2. (a) Translate into precise and idiomatic English:

Bonaparte vainqueur à Waterloo, ceci n'était plus dans la loi du dix-neuvième siècle. Un autre série de faits se préparait, ou Napoléon n'avait plus de place. La mauvaise volonté des événements s'était annoncée de longue date. 5

Il était temps que cet homme vaste tombât.

L'excessive pesanteur de cet homme dans a destinée humaine troublait l'équilibre. Cet individu comptait à lui seul plus que le group universel. Le moment était venu pour l'incorruptible équité 10
suprême d'adviser. Le sang qui fume, le trop-
plien des cimetières, les mères en larmes, ce sont
des plaidoyers redoutables.

Napoleon avait été dénoncé dans l'infini, et sa chute était décidée. 15

Il gênait Dieu.

Waterloo n'est point une bataille; c'est le changement de front de l'univers.—*Victor Hugo*.

- (b) State two important rules regarding the agreement of past participles in compound tenses, giving illustrations, selecting them, if possible, from the foregoing extract.
- (c) Under what circumstances may *ce* be followed by a plural verb?
- (d) Tell what you can about Victor Hugo.

3. (a) Translate into precise and idiomatic English:

CABOUSSAT, *seul*.—Tout en promenant mon chou, j'ai réfléchi à ce que m'a dit Machut. . . . Je serais maire, le premier magistrat d'Arpajon! puis conseiller général! puis député! . . . et après? le portefeuille! qui sait? . . . (*Tristement*.) Mais non ça ne se peut pas! . . . Je suis riche, considéré, adoré. . . et une chose s'oppose à mes projets. . . la grammaire française! . . . Je ne sais pas. . . (*regardant autour de lui avec inquiétude*) je ne sais pas l'orthographe! Les 10
participes surtout, on ne sait par quel bout les
prendre. . . tantôt ils s'accordent, tantôt ils ne
s'accordent pas . . . quels fichus caractères!

Quand je suis embarrassé, je fais un pâté. . .mais
ce n'est pas de l'orthographe!—*Labiche.* 15

- (b) Outline the plot of *La Grammaire*, indicating the connection in which the above extract and that quoted in Question 4 occur.

- (c) *sais* (l. 9), *fais* (l. 14).—Give the future and past definite indicative and present subjunctive of these verbs.

4. (a) Translate into precise and idiomatic English:

CABOUSSAT, *mettant la lettre dans sa poche.*—
De quel diable de défaut a-t-il voulu me parler?
(*Blanche paraît habillée.*) Tiens! tu as fait toilette?
. . . . tu vas sortir?

BLANCHE, *revenant par le premier plan à droite.* 5

—Oui, je dois, depuis longtemps, une visite à
notre voisine, madame de Vercelles
C'est une famille très influente et très portée pour
ton élection je prendrai la voiture.

CABOUSSAT.—Un mot seulement . . . Blanche, 10
as-tu quelquefois songé à te marier?

BLANCHE, *sournoisement.*—Moi? jamais,
papa!

CABOUSSAT.—Enfin, s'il se présentait un parti
honorables. . . un bon jeune homme. . . affectueux, 15
rangé. . . jamais de liqueurs. . . excepté dans
son café. . . .

BLANCHE, *à part.*—Monsieur Edmond!

CABOUSSAT.—Eprouverais-tu quelque répugnance.

BLANCHE, *viement.*—Oh! non! . . c'est-à-dire 20
. . . je ferai tout ce que tu voudras.—*Labiche.*

- (b) Indicate briefly the humorous elements in the foregoing passage.

- (c) Translate into French: We have been in Saskatchewan for a year.

5. Quote in French a passage consisting of at least twelve consecutive lines, from any poem in the French Reader authorized for use in Standard VII.

STANDARD VII.

FRENCH GRAMMAR, COMPOSITION AND SIGHT TRANSLATION.

TIME—THREE HOURS.

1. (a) Distinguish the use of *être* and *avoir* as auxiliary verbs.

- (b) Translate:

- (i) The hat suited me but we did not agree upon the price.

- (ii) A moment ago he came in, sat down, and read his letter.
 - (iii) Mary grew very fast during that year and is now quite grown up.
2. Give the plurals of the following nouns: *travail, bras, carnaval, voix, cheval, nez, sou, jeu, genou*.
 3. (a) Give the French feminines corresponding to the following nouns: *boeuf, bouc, mari*.
(b) Name three French nouns that may be either masculine or feminine.
 4. Translate the following sentence using none but reflexive verbs: He approached me and cried, "That is being told everywhere!"
 5. Give (a) the present participle of *savoir*, (b) the past participle of *mettre*, (c) the present indicative of *appeler*, (d) the imperfect indicative of *manger*, (e) the past definite of *faire*, (f) the future of *aller*.
 6. Translate:
 - (a) I made him study his lesson and that made him cry.
 - (b) I doubted whether John would come but I am sure that that is he.
 - (c) We will make him welcome when he comes, so long as I live.
 - (d) I am twenty and that is a little girl of ten; how old are you?
 - (e) He used often to speak to me and I had to reply.
 - (f) Shake hands with me, my friend.

B.

Translate into French:

If you wish to hate the French tongue (*langue*), regard it simply as a subject for examination. Do not employ the confounded (*maudit*) language even while you are studying it, and when you are reading in French, think in English. It goes without saying that you must not read any French journals or any literary extracts that are not authorized for your next examination. Pay (*faire*) no attention to an author's style and forget that such things as humor and pathos exist. If you obey these rules but still like the subject you are probably crazy!

C.

Translate into English:

Le chien de prairie n'a rien de la race canine. Son nom lui vient tout simplement de son cri, qui simule

assez bien l'aboïement du chien. C'est un fort joli petit animal, d'une longueur approximative de seize pouces. Sa taille est ronde, et la couleur de son poil tire sur le rouge grisâtre.

Il vit habituellement sous terre, dans des trous de cinq à six pieds de profondeur qu'il se creuse lui-même. C'est par milliers que l'on trouve ces petits souterrains, ordinairement si rapprochés les uns des autres qu'un cheval ne pourrait impunément y poser le pied.

Le chien de prairie vit ordinairement d'herbes et de racines; voilà pourquoi le cultivateur, à la vue des dommages considérables qu'il cause à ses récoltes, s'efforce d'en détruire la race par le poison.

STANDARD VII.

GERMAN AUTHORS.

TIME—THREE HOURS.

1. Translate:

"So geht es nicht mehr weiter," sagte Peter eines Tages schmerzlich betruet zu sich; denn tags zuvor war Feiertag gewesen und alles Volk in der Schenke; "wenn ich nicht bald auf den gruenen Zweig komme, so tu' ich mir etwas zu Leid'; waer' ich doch nur so angesehen und reich, wie der dicke Ezechiel, oder so kuehn und so gewaltig, wie der lange Schlurker, oder so beruehmt, und koennte den Musikanten Taler statt Kreuzer zuwerfen, wie der Tanzbodenkoenig! Wo nur der Bursche das Geld her hat?" Allerlei Mittel ging er durch, wie man sich Geld erwerben koenne, aber keines wollte ihm gefallen; endlich fielen ihm auch die Sagen von Leuten bei, die vor alten Zeiten durch den Hollaender Michel und durch das Glasmaennlein reich geworden waren. Ja, wenn er recht nachsann, koennte er sich beinahe noch des Versleins erinnern, das man am Tannenbuehl in der Mitte des Waldes sprechen musste, wenn das Maennlein erscheinen sollte.

- (a) Translate the above extract into idiomatic English.
- (b) Outline the parts played by *Michel* and *das Glasmaennlein* in the story of *Kohlenmunkpeter*.
- (c) Comment on the use of the apostrophe in the following words: *Leid'* (line 5), *tu'* (line 5), *waer'* (line 5).
- (d) Explain the mood of *erwerben koenne* (line 12).

2. "Und hab' ich mein Herz verkauft," schrie Peter, "so ist Niemand daran schuld, als du, und deine betruerischen Schaetze; du tueckischer Geist hast mich in's Verderben gefuehrt, mich getrieben, dass ich bei einem anderen Hilfe suchte, und auf dir liegt

die ganze Verantwortung." Aber kaum hatte er dies gesagt, so wuchs und schwoll das Glasmaennlein und wurde hoch und breit, und seine Augen sollen so gross gewesen sein, wie Suppenteller, und sein Mund war wie ein geheizter Backofen, und Flammen blitzten daraus hervor. Peter warf sich auf die Kniee, und sein steinernes Herz schuetzte ihn nicht, dass nicht seine Glieder zitterten, wie eine Espe. Mit Geierskrallen packte ihn der Waldgeist im Nacken, drehte ihn um wie ein Wirbelwind duerres Laub, und warf ihn dann zu Boden, dass ihm alle Rippen knackten. "Erdenwurm!" rief er mit einer Stimme, die wie der Donner rollte; "ich koennte dich zerschmettern, wenn ich wollte, denn du hast gegen den Herrn des Waldes gefrevelt. Aber um dieses toten Weibes willen, die mich gespeist und getraenkt, gebe ich dir acht Tage Frist. Bekehrst du dich nicht zum Guten, so komme ich und zermalme dein Gebein, und du faehrst hin in deinen Suenden."

- (a) Translate into idiomatic English.
- (b) Comment on the order of subject and verb in the first clause.
- (c) Write in full the present indicative and the three principal parts of the following verbs: *wuchs* (line 7) *schwoll* (line 7), *warf* (line 11), *blitzten hervor* (line 11).

3. Und Juergen wurde wirklich Himmelsfischer, denn er hatte sein Netz nicht vergessen, sondern in den Himmel mit hereingenommen. Da muszte er die feurigen Thraenen des heiligen Laurentius, die als Sternschnuppen im Himmelsraum umherschweben, mit seinem groszen Netze fischen, damit nicht allzu viele auf die Erde hinunterregneten.

Nach einer Zeit bemerkte aber der liebe Gott, dasz diese Arbeit fuer den alten Mann zu hart und muehevoll war; deshalb rief er ihn zu sich in die Schar der Auserwaehlten und erlaubte ihm, einem von den Englein, die zu Fueszen des goettlichen Thrones musizieren, den groszen Brummbasz zu halten; und das Englein spielte noch viel schoener als vorher, denn es konnte nun den Fiedelbogen mit beiden Haenden fuehren wie eine Saege. Da kam sich der alte Juergen gar wichtig vor und sprach oftmals zu seinem Weibe: "Habe ich dir's nicht immer gesagt? Muesziggang giebt's im Himmel nicht!"

- (a) Translate into idiomatic English.
- (b) Point out the mingling of humor and pathos in the story of *Die Himmelsschuessel*.
- (c) Parse: *mit* (line 15), *hinunterregneten* (line 7), *einem* (line 11).

4. Das Gemach, in welchen unsere Geschichte beginnt, sah sehr einfach und nuechtern aus. An den geweissten

Waenden, deren einzigen Schmuck ein paar vergilbte Landkarten bildeten, standen zwei schmale Betten, ein Buecherbrett und ein Kleiderschrank, auf welchem eine Erdkugel Platz gefunden hatte. Die Mitte des Zimmers nahm ein langer, mit vielen Tintenklexen gezielter Tisch ein, und an dem Tisch sassen auf harten Holztuehlen zwei Knaben von etwa zwoelf Jahren.

Der Blonde bruetete ueber einer schwierigen Stelle des Cornelius Nepos und waelzte seufzend das schwere Lexikon; der Braune aber muehte sich, aus einer neunstelligen Zahl die Kubikwurzel zu ziehen. Der Philologe hiess Hans, der Mathematiker Heinz.

"Hannibal haette auch was gescheiteres tun koennen als ueber die Alpen zu ziehen," knirschte Hans, und "neunmal einundachtzig ist siebenhundertneunundzwanzig," murmelte Heinz mit dumpfer Stimme. Dann blickten sie beide von ihrer Arbeit empor, schauten sich an und gaehten.

- (a) Translate into idiomatic English.
 - (b) Translate into German: The girl whose name was Lizzie appeared to be about seventeen years old.
5. Quote a passage consisting of at least twelve consecutive lines from any poem in the German Reader authorized for use in Standard VII.

STANDARD VII.

GERMAN GRAMMAR, COMPOSITION AND SIGHT TRANSLATION.

TIME—THREE HOURS.

1. (a) Distinguish the use of *sein* and *haben* as auxiliaries of the perfect tense of German verbs.
- (b) Translate: The windows have frequently been closed at this hour but to-day they are being opened.
- (c) Translate: He has travelled a great deal.
2. Give the genitive singular and the nominative plural corresponding to each of the following words: *Kaese*, *Herr*, *Schwester*, *Gemach*, *Begraebnis*, *Jahr*, *Vogel*, *es*, *uns*.
3. (a) Give the German feminines corresponding to following gender-nouns: *Ochs*, *Koenig*, *Oheim*.
- (b) Give the rules indicating what German nouns are neuter "by form."
4. (a) Name the prepositions that may be followed by either a dative or an accusative.

- (b) Under what circumstances do these prepositions govern an accusative and under what circumstances a dative?
5. Write the third person singular present indicative, the third person singular imperfect indicative and the past participle of each of the following verbs: *gehen*, *kommen*, *schaffen*, *stehen*, and *fragen*.
6. Translate:
- (a) Necessity knows no law.
 - (b) I gave it to him for a birth-day present while he was on a visit at my father's.
 - (c) He saved the Queen's life a week ago to-day.
 - (d) The King will appoint him governor of this city a week from to-morrow.
 - (e) It is a pity that I am not allowed to go past your house.
 - (f) If we add a quarter and a seventh it makes eleven twenty-eighths, doesn't it?

B.

Translate:

When one is studying German it is best conscientiously (*gewissenhaft*) to try to think and speak in German and in German only, unless one is given a German extract (*Auszug*) to translate (*uebersetzen*) into English. If a class have been taught twenty or thirty schoolroom (*schuelerhaft*) phrases (*Redensart*), the teacher will as a rule (*im Allgemeinen*) not need to speak a word of English during an ordinary (*gewoehnlich*) lesson. It is a good plan to write out every day some funny (*spasshaft*) story which the teacher dictates (*vorsagen*). Then the students should relate (*erzaehlen*) the same story next day. Such a method (*Art und Weise*) of teaching the modern languages is very pleasing and effective (*erfolgreich*).

C.

Translate:

Einst belagerten die Schweden die Stadt Memel. Als nun auch alle Munition verpufft war, da laden die Memeler ihre Kanonen mit dicken, runden, harten Kaesen. Ein Kaese nach dem andern flog ins schwedische Lager hinein, freilich ohne zu explodieren, aber sie retteten die Stadt. Entweder dachten die Schweden: "Wir koennen diese kaesereiche Stadt nicht aus-hungern," oder fie aszen die herbeigeflogenen Kaese in zu groszen Quantitaeten und eine Epidemie brach unter ihnen aus, genug: Sie zogen schleunigst ueber das Meer zurueck, und die Memeler Kaese hatten ein patriotisches Werk getan.

Es kann dich niemand zwingen, diese Geschichte zu glauben; wenn du es aber nicht tust, wie erklaerst

Of shale and hornblende, rag and trap and tuff,
 Amygdaloid and trachyte, till the Sun
 Grew broader toward his death and fell, and all
 The rosy heights came out above the lawns."

- 15 (a) Show in detail the various poetic devices which contribute to the beauty and the charm of this extract.
- 5 (b) Compare the movement in this extract with that in the preceding question.
Account for the difference.
9. "The people of England grieved that funeral ceremonies and public monuments and posthumous rewards were all which they could now bestow upon him whom the King, the legislature, and the nation would have alike delighted to honour; whom every tongue would have blessed; whose presence in every village through which he might have passed, would have awakened the church bells, have given school boys a holiday, have drawn children from their sports to gaze upon him, and 'old men from the chimney corner', to look upon Nelson ere they died. The victory of Trafalgar was celebrated, indeed, with the usual forms of rejoicing, but they were without joy; for such already was the glory of the British navy through Nelson's surpassing genius, that it scarcely seemed to receive any addition from the most signal victory that ever was achieved upon the seas; and the destruction of this mighty fleet, by which all the maritime schemes of France were totally frustrated, hardly appeared to add to our security or strength, for while Nelson was living to watch the combined squadrons of the enemy we felt ourselves as secure as now, when they were no longer in existence."
- 2 (a) Taking this paragraph in connection with the context indicate the aim the author has in view.
- 1 (b) To what phase of emotion is he appealing?
- 8 (c) Show clearly the various devices by which he strives to reach the ideal aimed at in (a) and (b).
- 4 (d) State in general terms your opinion of the adequacy of Southey's peroration on the death of Nelson.
- 8 (e) From the foregoing paragraph or elsewhere in the "Life of Nelson," select and interpret passages which you consider have special literary merit.
- 6 10. What was Southey's purpose in writing the "Life of Nelson"? Give a general criticism of it from a strictly historical point of view.
- 6 11. Show that Southey was in many respects particularly well qualified to write the biography of Nelson.
- 7 12. "The great lesson of biography is to teach what man can be and can do at his best."
From the viewpoint of this extract make generalizations on the "Life of Nelson."

STANDARD VIII.

LITERATURE—SHAKESPEARE AND MILTON.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. F. BOYCE, B.A.
G. J. BRYAN, B.A.

Values

- 10 1. "The problem presented by Hamlet is so many-sided that it will evoke the thought and ingenuity of every successive generation of students."
Point out in order the various aspects of the complicated nature of the play.
- 9 2. Show clearly the dramatic purpose of (i) the ghost, (ii) the players, (iii) the graveyard scene.
- 7 3. Trace Ophelia's role through the play.
- 10 4. Referring to special incidents in the play give a concise character sketch of (i) Horatio, (ii) Polonius. What does each contribute to the development of the play?
5. "To be, or not to be,—that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles
And by opposing end them? To die,—to sleep,— 5
No more; and, by a sleep, to say we end
The heart-ache and the thousand natural shocks
That flesh is heir to,—'tis a consummation
Devoutly to be wished. To die,—to sleep:—
To sleep! perchance to dream;—ay, there's the rub; 10
For in that sleep of death what dreams may come
When we have shuffled off this mortal coil,
Must give us pause. There's the respect
That makes calamity of so long life:
For who would bear the whips and scorns of time, 15
The oppressor's wrong, the proud man's contumely,
The pangs of despis'd love, the law's delay,
The insolence of office, and the spurns
That patient merit of the unworthy takes,
When he himself might his quietus make 20
With a bare bodkin? Who would fardels bear,
To grunt and sweat under a weary life,
But that the dread of something after death,—
The undiscover'd country from whose bourne
No traveller returns,—puzzles the will, 25
And makes us rather bear those ills we have
Than fly to others that we know not of?
Thus conscience does make cowards of us all;
And thus the native hue of resolution
Is sicklied o'er with the pale cast of thought, 30
And enterprises of great pith and moment
With this regard their currents turn awry
And lose the name of action.— "

- 2 (a) Under what circumstances was this speech delivered?
- 8 (b) Describe what you conceive to be Hamlet's state of mind, tone of voice, expression of countenance and posture of body while delivering this speech.
- 10 (c) Delineate the probable working of his mind throughout the speech.
- 9 (d) Give an appreciative interpretation of lines 9 to 21 inclusive.
- 6 (e) What is your opinion as to the substance of this extract being an universal human experience?

6. "Thus far these beyond
 Compare of mortal prowess, yet observed
 Their dread commander: he, above the rest
 In shape and gesture proudly eminent,
 Stood like a tower; his form had yet not lost
 All its original brightness: nor appeared
 Less than archangel ruined, and the excess
 Of glory obscured: as when the sun new-risen
 Looks through the horizontal misty air,
 Shorn of his beams, or from behind the moon
 In dim eclipse, disastrous twilight sheds
 On half the nations, and with fear of change
 Perplexes monarchs. Darkened so, yet shone
 Above them all the archangel: * * * "

- 5 (a) Point out characteristic Miltonic touches in the foregoing.
- 9 (b) Compare with the above passage a Tennysonian and a Shakesperian extract in heroic verse with which you are familiar, commenting on the suitability of the versification.
- 12 (c) Comment on the appropriateness of the figures of speech in this extract.

- 9 7. Briefly point out wherein "Paradise Lost" is a reflection of seventeenth century ideas.

5 8. "What in me is dark
 Illumine, what is low raise and support
 That to the height of this great argument
 I may assert eternal Providence,
 And justify the ways of God to men."
 Show how Milton succeeds in rising to and maintaining "the height of this great argument."

- 6 9. Give the substance of Satan's address to his fallen followers.

- 8 10. Offer explanations for the following:
 - (a) That Milton clothes Satan with such god-like sublimity, majesty and power.
 - (b) That whatever perverse interpretation Satan puts on the justice, mercy and other attributes of the Supreme Being, he frequently confesses his omnipotence.

STANDARD VIII.

ESSAYS.

TIME—ONE AND ONE-HALF HOURS.

EXAMINERS { G. E. ELLIS, B.A.
JOHN ROSS, B.A.

NOTE.—*The candidate will write on one of the themes in "A" and on one in "B". The test will be based not so much upon the candidate's knowledge of the subject as upon his ability to express his thoughts in good English. Work palpably defective either in spelling, writing, punctuation or 'paragraphing' will not be accepted.*

A.

Values

1. (a) A descriptive history of Joseph Sedley.
- 35 (b) A descriptive history of Sir Pitt Crawley.
- (c) A descriptive history of Judge Pyncheon.
2. Discuss:
 - (a) "Unless there is a spirit of honesty in a man, unless there is a moral sense, his courage, his strength, his power but make him a dangerous creature in our life—a man, whether from the standpoint of our social or political systems to be feared and to be hunted down."
 - 40 (b) Immigration to Canada should not be restricted with regard to race or nationality.
 - (c) Love thou thy land with love far brought
From out the storied Past and used
Within the Present; but transfused
Thro' future time by power of thought.

STANDARD VIII.

ENGLISH LANGUAGE AND RHETORIC.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { W. H. THOMPSON, B.A.
G. J. BRYAN, B.A.

Values

- 9 1. Write a note on the origin and relationship of the English language.
- 10 2. Point out the main differences between the English of the Anglo-Saxon Period and Modern English. Explain how the changes were brought about.
- 5 3. (a) Discuss the influence of literature in fixing the form of a language.
- 5 (b) Show the character and extent of Chaucer's influence on the trend of the English language.

4. "The spelling of English continues to be probably the most vicious to be found in any cultivated tongue that ever existed."—*Lounsbury*.
- 8 Discuss this statement. Account for the unphonetic character of our language.
5. (a) Give the distinctions between the epic and lyric forms of poetry.
- 8 (b) Cite two examples of each form and show that each example is typical of its class.
6. (a) Sketch the development of the drama.
- 8 (b) Distinguish between tragedy and comedy. Illustrate.
- 7 7. "Poetical style is distinguished from ordinary speech by the use (1) of a different *kind*, and (2) of a different *arrangement* of words."—*Gummere*.
Expand.
- 5 8. Discuss (i) the pause as an element in metre, (ii) the place of rhyme in poetry.

9. But the whim we have of Happiness is somewhat thus. By certain valuations, and averages, of our own striking, we come upon some sort of average terrestrial lot; this we fancy belongs to us by nature, and of indefeasible right. It is simple payment of our wages, of our deserts; requires neither thanks nor complaint; only such *over-plus* as there may be do we account Happiness; any *deficit* again is Misery. Now consider that we have the valuation of our own deserts ourselves, and what a fund of Self-conceit there is in each of us,—do you wonder that the balance should so often dip the wrong way, and many a Blockhead cry: See there, what a payment; was ever worthy gentleman so used!—I tell thee, Blockhead, it all comes of thy Vanity; of what thou *fanciest* those same deserts of thine to be. Fancy that thou deservest to be hanged (as is most likely), thou wilt feel it happiness to be only shot: fancy that thou deservest to be hanged in a hair-halter, it will be a luxury to die in hemp.

So true it is, what I then said, that *the Fraction of Life can be increased in value not so much by increasing your Numerator as by lessening your Denominator*. Nay, unless my Algebra deceive me, *Unity*, itself divided by *Zero*, will give *Infinity*. Make thy claim of wages a zero, then; thou hast the world under thy feet. Well did the Wisest of our time write: "It is only with Renunciation that Life, properly speaking, can be said to begin."

I asked myself: What is it that, ever since earliest years, thou hast been fretting and fuming, and lamenting and self-tormenting, on account of? Say it in a word: is it not because thou are not HAPPY? Because the THOU (sweet gentleman) is not sufficiently

honoured, nourished, soft-bedded, and lovingly cared for? Foolish soul! What Act of Legislature was there that *thou* shouldst be Happy? A little while ago thou hadst no right to be at all. What if thou wert born and pre-destined not to be Happy, but to be Unhappy? Art thou nothing other than a Vulture, then, that fliest through the Universe seeking after somewhat to *eat*; and shrieking dolefully because carrion enough is not given thee? Close thy *Byron*; open thy *Goethe*.

- 8 (a) What is the author's purpose? Show in detail how he effects it.
- 9 (b) Point out the devices used for the sake of emphasis.
- 5 (c) Show how each paragraph is connected with the preceding one.
- 3 (d) What is the relation of the first sentence of the second paragraph to the first paragraph? Why is it placed here?
- 10 (e) Write notes on the author's (i) diction, (ii) use and effectiveness of figures of speech.

STANDARD VIII.

CONSTITUTIONAL AND INDUSTRIAL HISTORY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { W. H. THOMPSON, B.A.
J. W. BROWN, B.A.

Values

- 1. Describe the judiciary of the Dominion and the Provinces under the following heads:
 - (a) Appointment of judges.
 - 17 (b) Constitution, maintenance and organization of courts.
 - (c) Jurisdiction and appeal.
- 17 2. Give an outline of our financial system for the Dominion and the Provinces, with reference to (i) revenues, their sources and collection, (ii) channels of expenditure.
- 16 3. Compare the Lords and Commons (i) as *dignified parts*, (ii) as *efficient parts* of the constitution of England.
- 4. (a) Outline the composition, formation and functions of the British Cabinet.
- 16 (b) State the English practices in connection with changes of ministry. Give arguments for and against these practices.
- 8 5. Enumerate the different acquisitions by England of foreign industrial elements to her population, and show

in what respects and to what extent her industrial life has been affected thereby.

- 8 6. Sketch the development of agriculture in England.
7. "A country which has its own resources of food and the material for its own manufactures within itself, is liable to fewer risks and dangers than one which is dependent on outside supplies for the very necessities of existence."
- 8 With respect to these two categories, what has been England's position from time to time? Discuss her position to-day.
8. (a) What is meant by the balance of trade?
- 10 (b) Discuss the balance of trade as a criterion of the industrial prosperity of a nation.
- (c) State the advantages to a nation of participation in foreign commerce.

TRIGONOMETRY.

TIME—THREE HOURS.

EXAMINERS $\begin{cases} \text{J. W. BROWN, B. A.} \\ \text{J. ROSS, B. A.} \end{cases}$

Values

- 12 1. (a) Show that the laws of logarithms are derived from the laws of indices.
- 6 (b) Solve by logarithms:
- $$\frac{(.25)^{-5} \times \sqrt{.072}}{(527.58)^{10}}$$
- 9 2. (a) Define and illustrate the six trigonometric ratios.
- 8 (b) Draw the figures and deduce the relations of $\tan A$ to $\tan 90^\circ - A$ and to $\tan 180^\circ - A$.
- 16 3. Assuming the fundamental formulas, find:
 $\cos 2A$, $\sin 3A$, $\tan (A+B)$ and $\sin (A+B) + \sin (A-B)$.
4. In any triangle prove:
- 7 (a) $\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c} = \frac{1}{2R}$
- 7 (b) $\tan \frac{1}{2}(B-C) = \frac{b-c}{b+c} \cot \frac{1}{2}A$
- 7 (c) $\tan A + \tan B + \tan C = \tan A \tan B \tan C$.
- 10 5. (a) In any triangle find expressions for the radii of the inscribed and escribed circles.

- 8 (b) The centres of the escribed circles of a triangle are joined; show that the area of the triangle so formed is

$$\frac{a b c}{2 r}.$$

- 6 6. (a) Define the common units of angular measurement.
 3 (b) Explain $180^\circ = \pi$
 6 (c) Give the trigonometric ratios of $\frac{\pi}{6}$, $\frac{3}{4}\pi$ and $-\frac{7}{4}\pi$
 5 7. (a) Find a general expression for all angles having the same sine.
 5 (b) Write the general expression for the angle which satisfies the equation $2 \sin x + 5 \cos x = 2$.
 10 8. A ship sailing due north observes two lighthouses bearing respectively N.E. and N.N.E.; after sailing 20 miles the lighthouses are seen to be in a line due east; find the distance between the lighthouses in miles accurately to 4 places of decimals.

STANDARD VIII

ALGEBRA.

TIME—THREE HOURS.

EXAMINERS { G. E. ELLIS, B.A.
 JOHN ROSS, B.A.

Values

1. (a) If any rational and integral expression which contains x , vanish when f is put for x then $x-f$ will be a factor of the expression. Prove.
 5 (b) Using the above theorem, factor
 $b^2c^2(b-c) + c^2a^2(c-a) + a^2b^2(a-b)$.
 2. Solve the following equations:
 4 (a) $\sqrt{2x+4} + \sqrt{3x+7} = \sqrt{12x+9}$.
 4 (b) $2x^2 + 6x = 1 - \sqrt{x^2 + 3x + 1}$.
 4 (c) $2x^3 + 7x^2 - 5x - 4 = 0$.
 4 (d) $xy(x+y) = 240$.
 $x^3 + y^3 = 280$.
 3 3. (a) If the fractions $\frac{a}{b}, \frac{c}{d}, \frac{e}{f}$, etc., be all equal then each will be equal to

$$\frac{la+mc+ne+. . .}{lb+md+nf+. . .} \text{ Prove.}$$

- 5 (b) If $\frac{x}{b+c-a}$, $\frac{y}{c+a-b}$ and $\frac{z}{a+b-c}$ be all equal and not zero, show that
 $(b-c)x + (c-a)y + (a-b)z = 0$.
- 5 (c) If $\frac{a}{b} = \frac{c}{d}$ show that $\frac{a^{2n} + b^{2n} + c^{2n} + d^{2n}}{a^{-2n} + b^{-2n} + c^{-2n} + d^{-2n}} = (abcd)^n$
- 4 4. (a) Deduce the formula for finding the sum of any number of terms of an Arithmetic progression.
- 4 (b) Find the sum of 15 terms of an A.P. whose eighth term is 6.
- 12 (c) A person receives \$1.50 daily. He spends 15c. the first day, 18c. the second, 21c. the third, etc.
- (1) When will he be worth the most and what will it be?
- (2) When will he be worth nothing?
- (3) When will he have exactly \$21.30?
- (4) Will he at any time have \$10? Show why.
- 5 5. (a) Show that the Geometric mean of any two quantities is also the Geometric mean of their Arithmetic and Harmonic means.
- 7 (b) Find the sum of the following series to n terms:
 $1.3.5 + 3.5.7 + 5.7.9 + \dots$
- 5 6. (a) Find the number of permutations of n different things taken r at a time where r is any integer not greater than n .
- 7 (b) Find all the numbers of 4 digits that can be formed from our system of notation.
- 7 (c) From 7 Englishmen and 4 Americans a committee of 6 is to be chosen, which is to contain 2 Americans. In how many ways can this be done?
- 5 7. (a) In the expansion of $(1+x)^n$ find the greatest term.
- 4 (b) Show that the sum of the coefficients in the above expansion is 2^n .
- 4 (c) Find the greatest term in the expansion of $(2+3x)^{10}$ when $x = \frac{1}{2}$.
- 4 8. (a) What processes of arithmetic are shortened by logarithms? Prove any two of them.
- 4 (b) Given $\log 3 = .4771213$ and $\log 2 = .3010300$; find $\log 405$.

- 7 (c) Find the amount of \$500 in 10 years @ 4% compound interest, the interest being payable half-yearly.
Given
 $\log 102 = 2.0086002$
 $\log 1.4859 = .1719896$
 $\log 1.4860 = .1720188$
- 4 9. (a) Express 2156 in the scale of 5.
- 4 (b) Find the sum of 3701, 2436 and 6475 in the scale of 8.

STANDARD VIII.

GEOMETRY.

TIME—THREE HOURS.

EXAMINERS { P. H. THIBAudeau, B.A.
J. ROSS, B.A.*Values*

- 7 1. (a) If a side of a triangle be produced, (1) The exterior angle is equal to the two interior and opposite angles; and (2) the three interior angles of the triangle are together equal to two right angles.
- 7 (b) Every right-angled triangle is divided into two isosceles triangles by a straight line drawn from the right angle to the middle point of the hypotenuse, and the joining line is equal to half the hypotenuse.
- 4 (c) State the properties of parallel lines which are deduced by Euclid.
- 7 2. (a) To describe a parallelogram equal to a given rectilinear figure, and having an angle equal to a given angle.
- 7 (b) Describe a triangle equal to a given rectilinear figure.
- 7 3. (a) In every triangle, the square on the side subtending an acute angle is less than the squares on the sides containing that angle, by twice the rectangle contained by either of these sides, and the straight line intercepted between the perpendicular let fall on it from the opposite angle and the acute angle.
- 7 (b) A B C is an equilateral triangle, and A B is produced to D, so that B D is twice A B. Prove that the square on C D is seven times the square on A.B.
- 8 4. Describe a square that shall be equal to a given rectilinear figure.
- 8 5. (a) If a straight line touch a circle and from the point of contact a chord be drawn, the angles which this chord makes with the tangent shall be equal to the angles in the alternate segments of the circle.

- 8 (b) If two circles touch one another, and from A, the point of contact, two chords A P Q, A X Y are drawn; then P X and Q Y are parallel. Prove this for (i) internal, (ii) external contact.
- 8 6. (a) Describe an isosceles triangle, having each of the angles at the base double of the third angle.
- 8 (b) In the figure of the above proposition, show that the centre of the circle circumscribed about the triangle D B C is the middle point of the arc C D where B D is the base of the isosceles triangle and A its vertex and C is the point of medial section in A B.
- 6 7. (a) Inscribe a circle in a given triangle.
- 6 (b) Draw an escribed circle of a given triangle.
- 8 (c) The vertex of the triangle, the centre of the inscribed circle and the centre of the escribed circle touching the base lie in the same straight line.
- 10 8. Triangles and parallelograms of the same altitude are to one another as their bases.
- 9 9. If the bisectors of the angles A, C of a quadrilateral A B C D meet on the diagonal B D, prove that the bisectors of the angles B, D meet on the diagonal A C.

STANDARD VIII.

PHYSICAL SCIENCE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { W. H. THOMPSON, B. A.
J. F. BOYCE, B. A.

Values

- 7 1 (a) Describe the construction and operation of a force pump designed to give a constant stream.
- 4 (b) Estimate the greatest height the value may be placed above the water in the well. (Bar.=30 in. Sp.; gr. of mercury=13.6.) The practical limit is about 27 feet; account for the difference between this and your results.
- 6 2. (a) Give an experimental proof of the principle of Archimedes. Cite examples of the practical application of the principle.
- 6 (b) A windlass has an axle of 4 in. in diameter. On the end of this is fastened a cogged wheel 20 in. diameter, into which meshes another of 4 in. diameter. A crank 2 ft. long is fastened to the axle of the latter wheel. What weight can a man lift with this machine by applying a force of 150 lbs. to the end of the crank?
- 4 3. (a) Give and interpret the formula of centripetal force. Mention some natural phenomena and some me-

- chanical processes that come under this law, showing in each case the application of the law.
- 6 (b) A bullet is projected vertically upwards with an initial velocity of 664 ft. per sec. (i) How high will it rise? (ii) Find its velocity and its position at the end of half a minute. ($g=32$).
4. (a) A gas is compressed into a chamber and allowed to stand a day; it is then liberated into a much larger chamber. State all the results and explain them.
- 2 (b) Show the importance to the farmer of knowing the principles of capillarity in tilling the soil and growing crops.
- 2 (c) What uses are made of coefficients of expansion and specific heats of substances?
- 4 (d) Illustrate by experiment the relation of boiling point to pressure.
- 6 5. (a) Explain the nature and origin of sounds and sound-waves.
- (b) Account for : (i) the phenomena observable in tuning a violin; (ii) the long range of audible speech through the speaking tube; (iii) sympathetic vibration; (iv) beats; (v) quality of musical notes.
- 7
- 4 (c) How is the velocity of sound measured?
- 6 6. (a) Devise a means of showing (i) how light travels in a homogeneous medium, (ii) the law of reflection.
- 2 (b) Explain the terms *index of refraction*, *critical angle*.
- 5 (c) Show how the principle of *total reflection* may be made use of in lighting basements of buildings.
- 5 7. (a) By means of diagrams indicate (i) the effect of the two kinds of lenses on a beam of light, (ii) how the spectrum may be obtained.
- 5 (b) Give a diagram of the telescope and explain its apparent effect on distant objects.
- 8 8. (a) Give the different methods of generating an electric current, and in each case trace the energy of the current to its origin.
- 5 (b) Write a note on the cause and the effect of polarization. What are the different means used to prevent polarization?
- 4 9. (a) Upon what factors does the resistance of a circuit depend? Just how is the resistance related to each of these factors respectively?
- 5 (b) How would you proceed to find the resistance of a given wire?
- 12 10. (a) Give a full explanation of the structure and the working of the Ruhmkorff coil.
- 5 (b) Explain *magnetic pole* of the earth and *magnetic meridian*. How are they determined respectively?

STANDARD VIII.

LATIN AUTHORS.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS

{ G. J. BRYAN, B.A.
J. F. BOYCE, B.A.*Values*

1. (a) Translate:

Herculis ritu modo dictus, o plebs,
morte venalem petiisse laurum
Caesar Hispana repetit penates
victor ab ora.

unico gaudens mulier marito 5
prodeat iustis operata sacris,
et soror clari ducis et decorae
supplice vitta

virginum matres iuvenumque nuper 10
sospitum. vos, o peuri et puellae
iam virum expertae, male ominatis
parcite verbis.

hic dies vere mihi festus atras
eximet curas; ego nec tumultum 15
nec mori per vim metuam tenente
Caesare terras.

i, pete unguentum, puer, et coronas
et cadum Marsi memorem duelli,
Spartacum si qua potuit vagantem 20
fallere testa.

dic et argutae properet Neerae
murream nodo cohibere crinem;
si per invisum mora ianitorem
fiet, abito.

lenit albescens animos capillus 25
litium et rixae cupidos protervae;
non ego hoc ferrem calidus iuventa
consule Planco.

(b) Write brief explanatory notes on: Herculis, vita,
Spartacum.

35 (c) Parse: sacris, parcite, duelli, properet.

(d) Scan lines 25-28 inclusive.

10 2. What does Horace conceive to be the relation of wealth
to happiness?

3. (a) Translate:

Ibis tandem aliquando, quo te iam pridem ista tua cupiditas
effrenata ac furiosa rapiebat; neque enim tibi

haec res adfert dolorem, sed quandam incredibilem voluptatem. Ad hanc te amentiam natura peperit, voluntas exercuit, fortuna servavit. Numquam tu non modo otium, sed ne bellum quidem nisi nefarium concupisti. Nactus es ex perditis atque ab omni non modo fortuna, verum etiam spe derelictis conflata improborum manum. Hic tu qua laetitia perfrui quibus gaudiis exsultabis! quanta in voluptate bacchabere, cum in tanto numero tuorum neque audies virum bonum quemquam neque videbis! Ad huius vitae studium meditati illi sunt, qui feruntur, labores tui, iacere humi non solum ad obsidendum stuprum, verum etiam ad facinus obeundum, vigilare non solum insidiantem somno maritorum, verum etiam bonis otiosorum. Habes, ubi, ostentes tuam illam praeclaram patientiam famis, frigoris, inopiae rerum omnium, quibus te brevi tempore confectum esse senties. Tantum profeci tum, cum te a consulatu reppuli, ut exsul potius temptare quam consul vexare rem publicam posses, atque ut id, quod esset a te scelerate susceptum, latrocinium potius quam bellum nominaretur.

- (b) Indicate the connection of the above passage in the oration.
- (c) Distinguish between: amentia and dementia, pax and otium.
- (d) Parse: peperit, nactus, derelictis, obsidendum.
- (e) When is *non* omitted after *non modo*?

4. (a) Translate:

Sed ne cui vestrum mirum esse videatur me in quaestione legitima et in iudicio publico, cum res agatur apud praetorem populi Romani, lectissimum virum, et apud severissimos iudices, tanto conventu hominum ac frequentia hoc uti genere dicendi, quod non modo a consuetudine iudiciorum, verum etiam a forensi sermone abhorreat, quaeso a vobis, ut in hac causa mihi detis hanc veniam, accommodatam huic reo, vobis, quem ad modum spero, non molestam, ut me pro summo poeta atque eruditissimo homine dicentem, hoc concursu hominum litteratissimorum, hac vestra humanitate, hoc denique praetore exercente iudicium, patiamini de studiis humanitatis ac litterarum paulo loqui liberius et in eius modi persona, quae propter otium ac studium minime in iudiciis periculisque tractata est, uti prope novo quodam et inusitato genere dicendi.

Quod si mihi a vobis tribui concedique sentiam, perficiam profecto ut hunc A. Licinium non modo non segregandum, cum sit civis, a numero civium, verum etiam, si non esset, putetis asciscendum fuisse.

- (b) Under what circumstances was the oration delivered?
- (c) Explain the construction of: videatur, abhorreat, concursu, cum sit.
- (d) Parse: agatur, dicendi, detis, paulo.

STANDARD VIII.

LATIN GRAMMAR AND COMPOSITION.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { G. J. BRYAN, B.A.
J. F. BOYCE, B.A.

Values

- 5 1. Give the rules for determining the grammatical gender of nouns.
- 6 2. Decline in combination: *vetus senex, atter deus, opus facile.*
- 6 3. What peculiarities are there in the declensions of the following: *dea, domus, iens, mille, artus.*
- 7 4. Compare: *benevolus, fidus, salutaris, arduus, mortalis, minus, nuper.*
- 6 5. Give the principal parts of: *vineo, cado, moneo, parco, patior, munio.*
- 8 6. Write down the future participle active of *dedo, fero, tollo*; the imperfect subjunctive singular of *malc, fio, prosum*; the perfect infinitive of *audeo, nascor.*
7. Translate into Latin:
- 3 (1) He exhorted the Gauls to take arms.
- 4 (2) Cicero having discovered the plot, Catiline took to flight.
- 4 (3) He is not fit to be sent to command so large an army as this.
- 4 (4) They asked the prisoners where Caesar was, and were informed that he had left the camp the day before.
- 3 (5) They sent envoys to Rome to ask for peace.
- 3 (6) Having resisted the enemy for four hours, the soldiers were at last forced to surrender.
- 4 (7) He said that he would never allow himself to betray such faithful friends.

8. Translate into Latin:

- 37 The enemy then fled from the field and concealed themselves in a wood, which they proceeded to fortify with great skill, cutting down a number of trees and with them closing all avenues of approach to the wood. Our general heard of these preparations from the prisoners of war, and ascertaining the enemy's position, makes all haste to dislodge them from their works. He landed his army in front of the fortification and proceeded to throw up a mound against it. This the enemy endeavored to prevent, and they defended themselves with admirable courage, fighting from the works and seeking to repulse the legions. At last, however, after a great part of the day had

been spent in fighting, we carried the position, and once more they fled and dispersed in every direction to their homes. The loss on our side was considerable.

STANDARD VIII.

FRENCH AUTHORS.

TIME—THREE HOURS.

1. (a) Translate into English:

Je lui disais quelquefois: "Graziella, qu'est-ce que tu regardes donc ainsi là-bas, au bout de la mer, pendant des heures entières? Est-ce que tu y vois quelque chose que nous n'y voyons pas, nous?"

—J'y vois la France derrière des montagnes de glace, me répondait-elle.

—Et qu'est-ce que tu vois donc de si beau en France? ajoutais-je.

—J'y vois quelqu'un qui te ressemble, répliquait-elle, quelqu'un qui marche, marche, marche, sur une longue route blanche qui ne finit pas. Il marche sans se retourner, toujours, toujours devant lui, et j'attends des heures entières, espérant toujours qu'il se retournera pour revenir sur ses pas! Mais il ne se retourne pas!

Je rentrais alors bien triste moi-même dans ma chambre. Je finissais souvent aussi par pleurer tout seul; mais j'avais honte de ma mélancolie, et je ne disais jamais à Graziella que j'avais pleuré. J'avais bien tort: une larme de moi lui aurait fait tant bien.—
Lamartine.

(b) Outline the story of Graziella and her lover.

(c) *disais, rentrais, finissais.*—Explain the precise force of the tense of these verbs.

(d) Translate into French: Something of tenderness from her lover would have done Graziella so much good.

(e) *en, dans.*—Distinguish.

2. (a) Translate into English:

Que son œil était pur et sa lèvre candide!
Que son ciel inondait son âme de clarté!
Le beau lac de Némé, qu'aucun souffle ne ride,
A moins de transparence et de limpidité!
Dans cette âme, avont elle, on voyait ses pensées;
Ses paupières jamais, sur ses beaux yeux baissées,
Ne voilaient son regard d'innocence rempli;
Nul souci sur son front n'avait laissé son pli;
Son pas insouciant, indécis, balancé,
Flottait comme un flot libre où le jour est bercé,

Ou courait pour courir; et sa voix argentine,
 Echo limpide et pur de son âme enfantine,
 Musique de cette âme où tout semblait chanter,
 Egayait jusqu'à l'air qui l'entendait monter!

Mais pourquoi m'entraîner vers ces scènes passées?
 Laissons le vent gémir et le flot murmurer;
 Revenez, revenez, ô mes tristes pensées!
 Je veux rêver, et non pleurer.—*Lamartine.*

- (b) The last four lines of the foregoing extract occur several times in the poem from which it is taken. Show the literary value of this repetition.
- (c) *oeil, ciel*.—Give the plural forms of these words.
- (d) *avant elle*.—Carefully explain the meaning.
- (e) *laissons gémir*.—Distinguish between the meaning of this phrase and that of *gémissons*.

3. Translate into English:

ANTOINETTE. Ne jugez pas mon père trop sévèrement, mon ami! Il est bon et généreux, mais il a des idées étroites et ne connaît que son droit. C'est la faute de son esprit, et non celle de son cœur. Enfin, mon ami, si vous trouvez que j'ai fait mon devoir à propos, pardonnez à mon père le moment d'angoisses.

GASTON. J'aurais mauvaise grâce à vous rien refuser.

ANTOINETTE. Vous ne lui ferez pas mauvais visage? bien sûr?

GASTON. Non, puisque c'est votre bon plaisir, chère marquise marquise, entendez-vous?

ANTOINETTE. Appelez-moi votre femme . . . c'est le seul titre dont je puisse être fière!

GASTON. Vous m'aimez donc un peu?

ANTOINETTE. Vous ne vous en étiez pas aperçu, ingrat!

GASTON. Si fait mais j'aime à vous l'entendre dire surtout dans ce moment-ci. (*La pendule sonne trois heures.*) Trois heures! (*A part.*) *Diable!* madame de Montjay qui m'attend chez elle.

ANTOINETTE. A quoi pensez-vous en souriant?

GASTON. Voulez-vous faire un tour de promenade au bois avec moi?

- (a) Sketch the development of Gaston's character in this comedy.
- (b) Translate into French: It seems to me very proper for a person to forgive his friends their little mistakes. Indeed it is always ill-becoming not to have pleasant looks for those who love us.
- (c) Explain the distinction between *penser à* and *penser de*.

4. Translate into English:

VERDELET, à Gaston. Tout s'arrange pour le mieux, mon cher enfant: j'espère que vous voilà corrigé?

GASTON. A tout jamais, cher monsieur Verdelet. A partir d'aujourd'hui, j'entre dans la vie sérieuse et calmé; et, pour rompre irrévocablement avec les folies de mon passé, je vous demande une place dans vos bureaux.

VERDELET. Dans mes bureaux! vous! un gentilhomme!

GASTON. Ne dois-je pas nourrir ma femme?

LE DUC. Tu feras comme les nobles bretons qui déposaient leur épée au parlement avant d'entrer dans le commerce, et qui venaient la reprendre après avoir rétabli leur maison.

VERDELET. C'est bien, monsieur le marquis.

POIRIER, à part. Exécutions-nous. (*Haut.*) C'est très bien, mon gendre, voilà des sentiments véritablement libéraux. Vous étiez digne d'être un bourgeois. Nous pouvons nous entendre: faisons la paix et restez chez moi.

GASTON. Faisons la paix, je le veux bien monsieur. Quant à rester ici, c'est autre chose. Vous m'avez fait comprendre le bonheur du charbonnier qui est maître chez lui. Je ne vous en veux pas, mais je m'en souviendrai.

- (a) Translate into French: He is very ready for it because he bears me a grudge.
- (b) Show the difference in meaning between *il venait la reprendre* and *il venait de la reprendre*.
- (c) *je m'en souviendrai*.—Write in full the present indicative and past definitive of this verb.
- (d) *Vous! un gentilhomme!* Explain the surprise of M. Verdelet.

STANDARD VIII.

FRENCH GRAMMAR, COMPOSITION AND SIGHT TRANSLATION.

TIME—THREE HOURS.

A.

1. Write the first person singular of seven tenses of the verb *devoir*, indicating the meaning in each case so as to make clear how the precise signification of the verb varies with the tense.
2. (a) Distinguish the meaning of the following pairs of words: *le livre, la livre; le page, la page; le souris, la souris*.

- (b) Give the corresponding gender forms of: *tsar, héros, viellard, maître, dieu, serviteur.*
3. (a) Give, with their meanings, the plurals of the following nouns: *gent, gentilhomme, mademoiselle, chef d'oeuvre, vieul, hôtel-dieu.*
- (b) Write the feminine singular of the following adjectives: *accusateur, trompeur, léger, cruel, faux, bref, franc, grec.*
4. Write (a) the conditional of *voir*, (b) the imperative of *écrire*, (c) the present subjunctive of *recevoir*, and (d) the imperfect subjunctive of *lire*.
5. Translate:
- (a) He reads without understanding, and such reading is useless.
 - (b) Sit down, sir, and make your friends sit down also.
 - (c) He was killed by a man known by everybody.
 - (d) Pay him for his services and pardon him for his mistakes.
 - (e) She was playing the piano while the others were playing cards.
 - (f) Who goes there?—It is we.—Is it my friends? Yes, it is they.
 - (g) It is foggy this evening and it is two miles from here to the town.
 - (h) She has been singing all day long, as she used to sing five years ago.
 - (i) I should remain at home, for if I should not be here when he returns he would take everything he could find.
 - (j) You and he have seen that the Canadian people love liberty.

B.

Translate:

The French language is of special interest to us Canadians, because more than two million of our compatriots speak no other tongue, and because it ranks (*prendre rang*) with English as an official language in this country. Besides (*outré*) that, it is the language and in consequence reflects (*réfléchir*) the character of the most polished nation of modern times.

The true Frenchman loves elegance and delights in (*se réjouir de*) a play of wit, and in a special manner these things are characteristic (*caractéristique*) of his language and literature. For this reason the French literature is famous for essays,—scientific, critical and historical. It also includes some of the greatest novels in the world. Many of these master-pieces have been

translated into English but their brilliance and vivacity is always lost. One must read them in French in order to appreciate (*apprécier*) them.

C.

Translate:

Le 5 mai 1789 était le jour fixé pour l'ouverture des états généraux. La veille, une cérémonie religieuse précéda leur installation. Le roi, sa famille, ses ministres, les députés des trois ordres se rendirent processionnellement de l'église Notre-Dame à l'église Saint-Louis, pour y entendre la messe d'ouverture. On ne vit pas sans ivresse le retour de cette solennité, nationale dont la France était privée depuis si longtemps. Elle eut l'aspect d'une fête. Une multitude immense était venue à Versailles de toutes parts; le temps était magnifique; on avait prodigué la pompe des décorations. Le mouvement de la musique, l'air de bonté et de satisfaction du roi, les grâces et la beauté noble de la reine, et. autant que cela, les espérances communes exaltaient tout le monde. Mais on remarque avec peine l'étiquette, les costumes, les séparations de rang des états de 1614.

STANDARD VIII.

GERMAN AUTHORS.

TIME—THREE HOURS.

1. EDITH. Ich hatte mir eine ganz andere Vorstellung von Ihnen gemacht.

EVA. Ich haette Sie auch nicht fuer einen Gelehrten gehalten.

LOTHAIR. Hm — hm. Meine Damen, es giebt eine alte und eine neue Schule fuer das Studium. Das Ideal der alten Schule war das dunkle Studierzimmer. Das Gehirn wurde ueberfuellt—das Ange trube. Die neue Schule erinnerte sich der alten Griechen—die alles in freier Luft und unter offenem Himmel taten — spielen — beten — arbeiten. Dabei wird der Koerper und Geist gleich gesund.

EDITH. Das klingt ganz vernuenftig.

LOTHAIR. Auf uns angewendet — so gehen wir spazieren — ich lehre Sie Botanik.

EVA. Wir reiten —

LOTHAIR. Ich trage Ihnen Geschichte vor.

EDITH. Wir spielen Croquet —

LOTHAIR. Ich lehre Sie dabei Mathematik. — Das ist meine Methode.

EDITH. Bravo — die neue Schule gefaellt mir.

- (a) Translate.
- (b) Briefly outline the plot of the comedy from which this extract is selected, and indicate the context in which the passage here quoted occurs.
- (c) Translate into German: I remembered the old scholar who had taught me History.
- (d) Parse: *haette gehalten* (lines 3-4); *angewendet* (line 14.)
- (e) Give the meaning and Principal Parts of the following verbs: *beten*, *bieten*, *bitten*.

2. MACDONALD (von links). Ich wollte in Ruhe hier bei meinem Freunde einige Tage verbringen. — Schoene Ruhe das — lauter fremde und froehliche Menschen — dabei habe ich eine Laune, dasz ich jedem Grobheiten fagen moechte. Das beste ist, ich reise wieder ab. (Setzt sich.)

MARSLAND (durch die Mitte — auch im Roten Frack — sich die Haende reibend). Jetzt waere alles geordnet. — Ah, guten Morgen, Macdonald. Praechtiges Wetter — herrlicher Tag zur —

MACDONALD. Abreise — ja.

MARSLAND. Was?

MACDONALD. Ich bin zu nichts brauchbar — das beste ist, ich packe Koffer und fahre wieder ab.

MARSLAND. Oho — du scheinst die Misogyne zu haben.

MACDONALD (steht auf.) Mag sein — ich kann's nicht ueberwinden, wenn ich deinen Neffen sehe — die andern jungen, flotten Leute — und an meinen Philister denke — dann ist fuer mich alles vorbei.—

MARSLAND. Weisst du was? Harry mag ihn in die Schule nehmen — ich werde ihn herkommen lassen.

- (a) Translate.
- (b) Explain (i) the form of *lauter* (line 3);
(ii) the position of *reise* (line 5);
(iii) the mood of *waere* (line 8);
(iv) the reference in the word *Philister* (line 20.)
- (c) Parse and give the Principal Parts: *mag* (line 17); *verbringen* (line 2).
- (d) Translate into German: I'll tell you what, the best thing for him would be for his friends to give him a few pointers.
- (e) Write a brief note on the author of *Der Bibliothekar*.

3. "Und Du hast allen Ernstes geglaubt, Du "opfermutiger" Herr, der Ruppacher werde so tief herunter sinken, dasz er einem Kuenstler seine Tochter gaebe?"

"Ja, Vater Ruppacher, nach dem Ansehen, das der Kuenstler drauszen genieszt, konnte ich das denken."

"Ich kuemmere mich nichts drum, wie's drauszen ist, und wehn's dem Kaiser zehn Mal beliebt, dem Duerer die Leiter zu halten — oder gar die Schuhe zu putzen — ich halte mich an das, was hier zu Lande Brauch ist, und sage Dir, so wenig Du einen

Altar in das Muenster hineinbringst, der hoeher ist als das Muenster selbst, so wenig wirst Du je ein Weib heimfuehren, das so viel hoeher steht als Du, wie meine Tochter!"

"Herr Rath, ist das Euer letztes Wort?"

Ruppacher schlug eine hoehnische Lache auf: "Schnitz' mir einen Altar, der hoeher ist als die Kirche, in der es steht — dann sollst Du meine Tochter haben — eher nicht, so wahr Gott mir helfe!"

Ein herzzerreissender Schrei drang aus dem Nebengemach herein. Ruppacher ging hin und oeffnete, Maili lag ohnmaechtig hinter der Thuer.

- (a) Translate.
 - (b) How did the hero succeed in fulfilling the condition laid down for him in the extract quoted?
 - (c) Parse: *Ernstes* (line 1); *zu putzen* (line 9); *wahr* (line 19); *gaebe* (line 3).
 - (d) Give the positive and superlative forms corresponding to the following: *hoeher* (line 11); *eher* (line 19).
 - (e) *Duerer*.—For what was he famous and when did he live? Explain the reference in the text.
4. Dies die Geschichte des Mesznern in Breisach, die mir mit ihrem Rosenduft und ihrer frommen Einfalt durch die Seele zog, als ich in finstrer Sturmnacht dem wilden Kampfe um unsre Grenzen lauschte. Noch in derselben Nacht verstumten die Geschuetze. Als ich durch Ginster und Gestruemp in der Dunkelheit den Schlosberg hinabkletterte, hoerte ich sie schon nicht mehr. Am andern Morgen kam die Nachricht von Neubreisachs Uebergabe. Das liebliche Altbreisach mit seinen historischen Erinnerungen und dem ehrwuerdigen Muenster war gerettet. Jetzt ist er beendet der heiligste Krieg, der je gekaempft. Es sind wieder deutsche Kinder, die drueben vom Elsaesser Ufer Steinchen ueber den Rhein werfen, wenn sie es auch selbst noch nicht wissen und fuehlen, sie sind es doch! Und wir hier im Breisgau, die wir noch immer an der alten Kaisertradition gehangen und gleich den Helden dieser Erzaehlung so lange mit Sehnsucht auf einen Kaiser gewartet, wir brauchen nicht wie mehr wie jene zu klagen: "Die Kaiser kommt nicht wieder," — wir jubeln heute aus vollem Herzen: "Der Kaiser ist wieder da!"
- (a) Translate.
 - (b) Parse: *dies* (line 1); *er* (line 11); *wir* (line 16); *gewartet* (line 19).
 - (c) Explain fully the German uses of the perfect tense.
 - (d) State the main rules regarding the position of separable prefixes and illustrate them by references to passages quoted in this examination paper.
 - (e) Explain the reference to the *Kaisertradition* and its fulfilment.

STANDARD VIII.

GERMAN GRAMMAR, COMPOSITION AND
SIGHT TRANSLATION.

TIME—THREE HOURS.

1. Give two forms of the first person singular of the simple conditional of the seven German modal auxiliaries.
2. (a) Explain fully the strong, weak and mixed declensions of German adjectives.
(b) What German adjectives are not declined?
3. (a) Give the meaning and nominative plural of each of the following: *der Heide, die Heide, der Thor, das Thor, der Hut, die Hut*.
(b) State the most important rules that indicate what German nouns are feminine by meaning, and mention the chief exceptions.
4. Name fifteen prepositions governing the genitive.
5. Write the third person singular present indicative, third person singular imperfect indicative, third person singular imperfect subjunctive and the perfect participle of each of the following words: *halten, nehmen, helfen, beginnen, and essen*.
6. Translate:
 - (a) Mary was on the point of going to church when her brother tore her dress.
 - (b) The poor man is half dead for he has lost half of his property.
 - (c) It is now a quarter past twelve and he leaves at one o'clock.
 - (d) John wishes to be most kindly remembered to you. He has not been in Regina for a long time.
 - (e) For all I care you may make sport of me.
 - (f) One day in the middle of winter the patient sprang out of the window of the hospital.

B.

7. Translate:

The German people are very fond of a good fairy-tale and their literature (*litteratur*) contains (*in sich fassen*) many hundreds of such stories. As a general rule (*im Allgemeinen*) these fairy-tales are very humorous (*humoristisch*) but have a really serious (*wichtig*) purpose (*Ziel*) and meaning. Consequently (*folglich*) they are as delightful to an old man as they are to a little child, if only the heart be pure and earnest (*ernsthaft*) and the fancy (*Phantasie*) free.

But the Germans are not only dreamers. They are a nation of scholars. The German universities

(*Universitaet*) are the most famous in the world. If a man is to keep up with (*Schritt halten*) his times it is almost essential (*wesentlich*) that he should be able to read German.

C.

1. Translate:

Die Deutschen sind gar merkwuerdige Leute, die sich nie und nimmer zufrieden geben, wenn sie nicht das Wie und das Warum fuer alles wissen, und die selbst eine zweifelhafte Erklaerung lieber haben, als gar keine. Hoere nur, wie spitzfindig sie sich den Namen dieser Stadt ausgelegt haben.

Einst bereiste Kaiser Otto der Grosze in Gesellschaft seiner schoenen Gemahlin Editha die saechsichen Lande, besuchte auch eine Burg, die sein Vater Heinrich einst hier gebaut, und bemerkte, dasz die Bewohner jener Gegend rings um die Burg eine neue Stadt angelegt hatten. Als man nun dem Kaiser mittheilte, dasz noch kein passender Name fuer die neue Stadt erfunden worden sei, wandte er sich im Scherze an die Kaiserin mit der Bitte, einen recht schoenen Namen zu ersinnen. Diese Zumutung setzte jedoch die bescheidene Editha in gar grosze Verlegenheit, und tief erroetend sprach sie stammelnd zu ihrem kaiserlichen Gemahl: "O Schatz, wie——" "Es ist schon gut," unterbrach sie lachend der Kaiser, "du hast sie schon genannt; Oschatz soll ihr Name sein."

APPENDIX H.

PROGRAMMES OF CONVENTIONS.

ELEVENTH ANNUAL CONVENTION OF THE NORTHERN ALBERTA
TEACHERS' ASSOCIATION.

Held in the Edmonton Separate School, Third Street, October 24th and 25th, 1907.

Officers, 1907.—President, J. McCaig, M.A.; Vice-President, J. A. Fife, B.A.; Second Vice-President, A. H. S. Martin; Third Vice-President, Miss C. A. Boyle; Secretary-Treasurer, Miss E. Murphy. Reception Committee: Misses Chegwin, Lyle and Morsen; G. E. Ellis, B.A.; J. Ross, B.A.; J. E. Loucks, B.A.

PROGRAMME.

THURSDAY (*Morning Session 9.30*).—Chairman's Address. Reception of Teachers. "Noxious Weeds of Alberta," W. E. Bartlett. "Nature Work in Autumn," A. M. Munro.

Afternoon Session 1.30.—"Course of Physical Exercises for Schools, C. K. Flint. "First Lesson in Multiplication and Division of Fractions," R. H. Dobson. "How Far can Domestic Science be made a School Subject," R. S. Jenkins, M.A.

FRIDAY (*Morning Session 9.30*).—"How and When Should History be Introduced into the Public Schools," Miss G. M. McDonald. "Teaching for Expressive Reading in Standards I and II," Miss J. C. Major. "An Account of Western Constitutional Development," W. Rea, M.A.

Afternoon Session 1.30.—Business Meeting.

EVENING SESSION.—On Thursday evening there will be a Session at which addresses will be given by prominent public men. Musical numbers from the best local talent will form part of the programme.

CENTRAL ALBERTA TEACHERS' CONVENTION.

To be held in the Assembly Hall of the Central School, Fifth avenue west, Calgary, Alta., October 17th and 18th, 1907.

Officers.—President, H. A. Sinnott, B.A.; Vice-President, W. Skinner; Secretary-Treasurer, Miss Ida McFarlane.

Committee.—H. R. Parker, J. R. Coutts, A. J. Walters, J. A. Smith, B.A.

PROGRAMME.

THURSDAY (*Morning Session, 10 a.m.*).—President's Address. 10.15—"Drawing in the Junior Standards," Miss A. Christie.

Afternoon Session.—"Observation in Schools of City." Outside teachers will meet in Assembly Hall at 1.15 p.m., Thursday.

FRIDAY (*Morning Session*, 9.30 a.m.)—Primary Reading, Miss E. Burnett; Discussion of subject: Misses Creighton, Henselwood, Brown and Armstrong. "Geography in Standard III, Miss M. E. Howson; Discussion of subject: Misses Foote, Griesbach, Dennis and Mr. R. Buchanan. "British History in Standards IV and V," W. H. Foster; Discussion of subject: Misses Moore, E. R. Smith and Messrs. Luck and Brandow.

Afternoon Session, 2 p.m.—"Composition," Misses McPhail and Kelly, Messrs. Skinner and McKay. Addresses, Prin. G. J. Bryan and Dr. Scott. Election of Officers.

THE FIRST CONVENTION OF THE SOUTHERN ALBERTA TEACHERS' ASSOCIATION.

To be held in Lethbridge, Thursday and Friday, November 14th and 15th, 1907.

At Home.—The teachers of the Lethbridge City Schools will be "At Home" to the visiting teachers on Thursday evening, when a varied and interesting programme will be provided.

The Reception Committee will meet all trains on Wednesday afternoon and night. You have a cordial invitation to attend.

PROGRAMME.

THURSDAY (*Morning Session* 9.30).—1. Chairman's Address. 2. Reception of Teachers. 3. "The Importance of Local History," J. W. Low, Cardston. 4. "Supplementary Reading," Miss R. Ketcheson, Claresholm. 5. "Commercial Arithmetic," J. Morgan, B.A., Lethbridge.

Afternoon Session 1.30.—1. "A Kindergarten Lesson," Miss A. M. Robb, Lethbridge. 2. "Is the Teacher's Equipment in English Broad Enough?" Rev. J. M. Manthorne, M.A., Coleman. 3. "Short Methods in Arithmetic," J. B. Hoidge, Cowley. 4. "Teaching English to Part II and Standard II," Miss W. B. Stout, Macleod.

FRIDAY (*Morning Session* 9.30).—1. "How to Teach Weights and Measures," Geo. A. Pentland, M.A., Medicine Hat. 2. "Literature," G. J. Bryan, B.A., Principal Normal School, Calgary. 3. "Primary Reading," Miss Burnett, Calgary. 4. "Some Teachers' Problems," J. W. Brown, B.A., Medicine Hat.

Afternoon Session 1.30.—Business Meeting. Report of Committee on Resolutions. Election of Officers.

SOUTH EASTERN ALBERTA TEACHERS' ASSOCIATION.

Medicine Hat, Friday, June 7th, 1907.

Notes and Suggestions—1. Try to come to the city on Thursday evening. A reception committee will meet the evening trains, and assist visiting teachers in securing accommodation. Look for the white ribbon, the badge of the reception committee. 2. Bring your note books. 3. Do not be afraid to ask questions. 4. Be prepared to take part in the discussions. 5. Be on time. 6. Give one copy of the programme to your trustees.

The public are cordially invited to attend the sessions, and to take part in the discussions.

PROGRAMME.

Morning Session.—9.00. Address of Welcome—His Worship Mayor Cousins. 9.30. Address—Hon. W. T. Finlay, M.P.P., Acting Minister of Education. 10-11. Election of Officers; Business. 11-11.30.—“What is Meant by Discipline.”—Geo. E. Pentland, M.A., Principal of Schools, Medicine Hat. 11.30-11.45.—Discussion. 11.45-12.—Roll Call.

Afternoon Session.—1.30-1.45. — Roll Call. 1.45-2.15—“Mistakes in Teaching,” J. W. Brown, B.A., Inspector, Southern Alberta. 2.15-2.30.—Discussion. 2.30-3.00.—“Primary Reading,” Miss Nellie V. Cox., Medicine Hat. 3.00-3.15.—Discussion. 3.15-3.45.—“Nature Study,” W. E. Hay, Assistant Principal Montreal Street School, Medicine Hat. 3.45-4.—Discussion.

Evening Session, 5.30.—Address and Banquet by the Ladies of the W.C.T.U.

FOURTH ANNUAL CONVENTION OF THE LACOMBE TEACHERS' ASSOCIATION.

To be held at Lacombe, October 3rd and 4th, 1907.

Officers.—Hon. President, P. H. Thibaudeau, B.A.; President, James McNicol; Vice-President, Miss R. K. Fox, B.A.; Secretary-Treasurer, Mrs. K. Spackman; Committee.—Miss Sophia Ross, Messrs. M. O. Nelson, N. E. Carruthers.

PROGRAMME.

THURSDAY (*Morning Session* 10.30 a.m.).—“Canadian History.” Standards II and III, Mr. D. V. York; Standards IV, Miss L. V. Doze; Standard V, Miss R. K. Fox, B.A. Discussion—Messrs. Carmichael, Nelson and Carruthers.

“Drawing.”—Paper, Miss M. M. Penfold; Discussion—Misses Lodge, Peterson and Julien.

Afternoon Session 1.30 p.m.—“Time Tables.”—Misses Swanson, Sinclair and K. Kelly; Messrs. McMillan and Dowdell.

“Nature Study.”—Mr. Miller (Normal School, Calgary); “Collection of Plants,” Miss G. Lawrence.

“Music.”—Paper, A. H. Macdonald; Discussion—Miss Morson, Messrs. Saunders and Quance.

FRIDAY (*Morning Session* 9.30 a.m.).—Business Meeting.

“Parts of Speech.”—Noun and Pronoun, W. J. Brennan; Verb, Miss E. Gertrude Halliday; Adjective and Adverb, Miss E. Miller; Preposition and Conjunction, Miss Mills.

Question Drawer.

Afternoon Session.—Primary Language Lessons, Miss M. Derby; Discussion—Misses Durling, Hanna and Corley.

“Text Books.”—Discussion.

THURSDAY EVENING.—Basketball Match, Wetaskiwin *versus* Lacombe.

ALPHABETICAL ACROSTIC OF TEACHERS' TEXTS FOR THOUGHTS.

Attention is the condition of memory.
Building moral character is the highest aim.
Children are doers rather than learners of book knowledge.
Do not expect the class to arouse the interest.
Effects are modified by controlling the causes.
Fault finding has no place in education.
Grant children their rights.
Happiness is a genuine, powerful tonic.
Intelligence and virtue are the uplifting forces in society.
Judgment is the most deficient faculty.
Keepest the class thinking.
Lead the children to do what they ought to do as men and women.
Meanings of things are better than meanings of words.
Never "hear recitations."
Observe the operations of child mind.
Pupils are willing to let the teacher do the talking.
Quit wrong methods as soon as discovered.
Repetition forms habit.
School work ought to be in line with life work.
Training is leading to do, till the habit of doing is formed.
Union of natural history and natural science broadens culture.
Vary devices to suit the needs.
While insisting on truthfulness and self-control set no example to the contrary.
Xhaustive observation is an element in all great success.
Youthful instincts are more trustworthy as a guide to interest than our reasonings.
Zeal is born of ideas resulting from vivid and complete impressions.

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